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ABSTRACT

Unit I of a 4-unit (9-12 week) career development and life planning program for rural high school students focuses on life in rural localities. Designed to last approximately 13 days, the unit uses student experience and supplementary data as a basis for discussion of the local area, its people and their roles, the advantages and disadvantages of being a local woman, sex stereotypes at home and on the job, and household responsibilities. In addition to 10 detailed, color-coded lesson plans (complete with instructions, learning objectives, materials lists, and student activity sheets), the unit contains a Learning Activity Package on time management, a teacher's guide, an appendix with additional teaching tips and learning activities, an adaptation manual with information about tailoring the program to local needs, and an introduction to the program in general. The basic field-tested curriculum is designed for the Midwest, but adaptations for four other rural regions (Northwest, Southwest, Northeast and Appalachian South) are available. The program has three goals: to inform the students, to help them deal with life's events and difficulties, and to provide them with a structured experience in applying their information and skills to realistic situations. Although the emphasis is on women, the curriculum is important for men as well. (SB)

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OPTIONS

A CAREER DEVELOPMENT CURRICULUM FOR RURAL HIGH SCHOOL STUDENTS

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UNDERSTANDING PEOPLE IN OUR AREA

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Dartmouth College
Hanover, New Hampshire

UNIT 1

RC012503

Women's Educational Equity Act Program
U. S. Education Department

OPTIONS

A Career Development Curriculum
for
Rural High School Students

Unit I

Understanding People in Our Area

by

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PREFACE

OPTIONS: A Career Development Curriculum for Rural High School Students was developed at Dartmouth College from 1976 to 1978 under a grant from the Women's Educational Equity Act Program Staff of the U.S. Office of Education. The project staff worked with rural teachers, citizens, students, and school administrators in five regions of the United States to prepare thoroughly tested and successful course materials that deal with the particular needs of young people in rural areas. The curriculum frequently pinpoints the problems and interests of rural women, but it has been prepared to be useful and appropriate for both male and female students.

There are four units in the OPTIONS course. Unit I, "Understanding People in Our Area," focuses on life in rural localities using the personal experience of students as the basis for discussion, but supplements student observations with data to permit generalization from individual perceptions. Unit II, "Decision Making," teaches students to identify and develop certain skills that will enable them to exercise more control over their time and energies. Unit III, "Life Planning," uses case study and simulation techniques to teach students to plan their own futures and then to practice responses to problems that might stand in the way of realizing projected goals. Unit IV, "The Juggling Act," uses case studies to encourage students to apply skills developed throughout the course in solving realistic life problems.

The original curriculum, developed and field tested from 1976 to 1977, focused on the lives of people in rural New England. To broaden the application

of the curriculum and to test its adaptability, four additional sites were selected during the summer of 1977 to develop and field-test regionally adapted versions of the curriculum. The sites were chosen to represent very different rural areas of the country: Nebraska, New Mexico, Oregon, and Tennessee. In each State, a site coordinator was hired to oversee adaptation by local teachers and testing procedures for that version of the curriculum. Adaptation was completed during the fall of 1977 and the curriculums were field-tested during the winter and spring of 1978.

The OPTIONS course is now available in five versions roughly designated as appropriate for the Northeast, the Appalachian South, the Midwest, the Southwest, and the Northwest. The core OPTIONS curriculum is presented in the Midwest version. Adaptation packets for the other regional versions consist of pages with regional specific references that can be exchanged with pages in the core curriculum to adapt the course to your region. For further adaptation to the special circumstances of a particular Sate or locality, an Adaptation Manual has been included with the teacher materials. This manual outlines a step-by-step procedure for tailoring the curriculum to a particular area. The adaptation process does not require curriculum experts or complex equipment; it is intended for use by school personnel anywhere in the United States.

One final note: The OPTIONS curriculum has been designed as a coherent career development/life planning course, 9 to 12 weeks in length. But all the units and many of the lessons can be used alone or in the context of other courses. The independence of component parts has been designed into the course; teachers should be encouraged to take advantage of that feature.

ACKNOWLEDGMENTS

Many people, schools, and organizations provided time and facilities for the development and testing of the OPTIONS course. The project director wishes to acknowledge gratefully the contribution of all who made this curriculum possible.

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GENERAL INFORMATION

Every June, hundreds of thousands of young rural women and men graduate from high school feeling a mixture of terror and excitement as they look ahead to their future lives. Their pleasure and their fear are shared by millions of other non-college-bound graduates in cities and suburbs, but the prospects for rural young people are both more complex and less secure.

Young rural women and men must contend with a small and often shrinking job market. They must deal with the very narrow range of training opportunities available in their area. And though both sexes face these employment problems, the young rural woman must also be able to handle acute sex stereotyping at work and frequently in personal relationships. She must forge a new model for rural womanhood that differs sharply from the traditional model within which she was probably raised.

The rural woman has traditionally had a set of life roles that has been as stable as any our country has known. While circumstances in cities have changed rapidly, forcing women to change their perceptions of themselves and their families rapidly, farm life has remained quite consistent for generation after generation. The farm or ranch wife, the logger's wife, and the railroader's wife have expected to do essentially what their mothers have done before them. The essential conservatism of rural areas has done much to maintain a consistent vision of what is "appropriate" even while circumstances have changed enough to demand new responses.

Today, many young women graduate from high school with expectations for their own futures that are essentially the same as those of their mothers and grandmothers. They want to get married (although they are willing to work for a while) and they want to "live happily ever after," raising children in their own homes, and fulfilling traditional female roles in rather conventional ways.

But this vision is no longer realistic, not even in parts of the country still dominated by traditional rural occupations. One thousand farms a week go out of business in this country, the disastrous saga of mining employment patterns is too well known to need repetition, and logging has been mechanized to the detriment of stable jobs. The rural woman today is far less likely than her mother (who, in turn, is far less likely than her mother before her) to be able to fill the traditional role patterns that are generally perceived as "happily ever after." Divorce, financial pressure, a husband's unemployment -- all these push the rural woman back into the labor market, often before her children are of school age. "Happily ever after" is a myth for more than half the women in the rural Midwest; it will be even more of a myth for their daughters.

The rural high school graduate has some awareness of this trend. Our needs assessment data, drawn from questionnaires administered to 439 high school students, suggest that most young rural women know that they will probably have to work after marriage. About half think that they will need to hold a full- or part-time job after they have children, although the majority think that a woman should not work when her children are young. Asked why they will work, most say that they will need the money -- self-fulfillment is not a primary motivation.

The young men in the study have slightly different perceptions about the question of women working. Each seems to accept the fact that his wife will work, but is very unclear how he will specifically be affected by her working. More than half of the men do not think that their wives will have to work for money.

This sense, that women may need to work, seems to coexist with the traditional vision of rural womanhood. The rural high school women we questioned had apparently given very little thought to what work they might do, or to how they would juggle their home responsibilities with the obligations of a job. Few of them could tell what they had to offer an employer. Most had never been through a job interview, and many thought of the prospect as alarming. Few of them felt that school courses or programs had taught anything useful in getting jobs. These young women know, at some level, that they are likely to have to make decisions, handle problems, and construct careers (in the broadest sense of that maligned term) in ways that most rural women have not had to do in the past. But they are no better prepared than their mothers or grandmothers to face what is likely to come. They say that they will probably have to work, they recognize the problems of adult relationships in the 1970's, and they have read about the concept of equal rights for women. But they plan weddings, not job-training programs, and daydream about cute babies rather than considering child-care options for the working mother.

It is also clear from boys' responses that they do not see a need to develop the very basic skills of interviewing, finding a job, decision making, and the like. It seems that although the males expect to work, they have little conception of how they will go about getting the best job they can, and even less of an idea of how a household is managed when a wife works.

None of that is unreasonable for fifteen-to-seventeen-year-old students. But if hard planning does not take place in high school, there is some danger that it will not take place at all. The social service agencies are very familiar with the plight of the young, unskilled mother who is suddenly the penniless head of a household. And the young women we questioned felt a need for a course to help them understand themselves and use this understanding to make crucial decisions about work, marriage, family, and other aspects of their future lives. Obviously boys, who also perceive themselves as working, marrying, and raising families, have these needs as well.

This curriculum is designed to address these needs. It is not a career education curriculum in the usual sense: we do not go through a series of job descriptions that would allow young people to select those best suited to their needs and interests. There are hundreds of those curriculums on the market. We have reviewed a selection of these, but their goals tend to be different from ours.

The intent of our curriculum is threefold. First, we want to <u>inform</u>. We think it is essential that young women and men learn what it means to be an adult in a rural area in the late twentieth century. All students have individual observations of life around them -- these need to be expanded or

changed so that students can predict some of the events and difficulties with which they will have to deal. Second, we want to facilitate dealing with these events. Recognizing problems and resources is not enough -- we want young women and men to identify and develop those skills that will allow them to control their lives and to cope with the aspects of life beyond their control. Third, we want to provide a structured experience that will allow these young people to apply their information and skills to realistic situations that they may face, and to test their abilities to work with situations and issues that they may need to confront later in life.

Although this curriculum focuses on women, we feel that it is critically important for young men as well. First, most of the skills we teach are important to both sexes; both women and men need to know how to make good decisions, how to plan their lives, and how to deal with a difficult job market. Second, it is crucial that young men be as aware as young women of the problems that beset family life in rural America today. As workers, they must be sensitive to the destructive influences of sex stereotyping. As husbands, they must help forge new ways of household management and child rearing in an economy that increasingly requires married women to work. Finally, we believe that this curriculum will make men and women more able to communicate with each other about problems and issues in daily life, especially in that large portion of daily life devoted to work or interpersonal relationships. No young woman, however well informed or highly skilled, can work out family problems with an unwilling male partner. However, young women and young men together, armed with the same information and skills, can begin to work out their problems. This is the central task of our curriculum.

Each unit of the curriculum contains information, skill work, and some form of confrontation with reality. Each has a different emphasis. Unit I, "Understanding People in Our Area," introduces the central problem areas adults face, using the personal observations of students as a base, supplemented with data intended to enable students to generalize from their individual perceptions. By the end of that unit, the student should have a clear sense of the difficulties both men and women in the area face and should be motivated to begin developing skills to help cope with them.

Unit II, "Decision Making," has students work on the skills most needed to address the problems discussed in the first unit. It is an expandable unit that can be tailored around individual and class needs.

Unit III, "Life Planning," asks the class to apply the skills developed in Unit II to the information collected in Unit I. This is an experience-simulation unit, intended to teach students assessment skills that are used to project their future lives and then to simulate their responses to problems that might stand in the way of self-realization. This is done primarily through a Learning Activity Package (LAP) on assessment skills and a simulation game called "The Game of Life: Choice and Chance."

Unit IV, "The Juggling Act: Lives and Careers," uses case studies to involve students in solving complex life problems. It uses the skills and information developed in the course thus far and adds others such as: being interviewed, filling out job applications, writing a resumé, dealing with sex discrimination, and dealing with family/work conflicts.

In general, the curriculum rests on several assumptions. First we believe that a knowledge of reality, even if harsh, is better than cheerful ignorance. Second, we believe that information and skills give students a degree of control over their lives, and that control is better than dependence on the whims of fate. Third, we believe that acquiring skills and practicing their application are more worthwhile career development experiences than mere exposure to a series of concrete job options. Finally, we believe, as did the young people we questioned, that young people benefit from a classroom experience of this nature.

If this curriculum is made to work, it should make both young women and young men more competent to deal with their futures than many of us were at their ages.

ORGANIZATION OF THE TEACHER'S GUIDE

The Teacher's Guide is organized by lessons. For each lesson, there is a set of instructions to the teacher about classroom activities and homework. The Teacher's Guide includes:

1. Statements of the enabling objectives for each activity (i.e., what the students will do that will enable them to attain the overall objectives of the unit).

2. A list of materials needed for the lesson.

3. A detailed lesson plan, including instructions for discussion, questions, homework assignments and explanations, and possible difficulties. Teachers may wish to add notes on the lesson plan.

4. A section called "Notes to the Teacher" that has optional activities as well as hints on how to use the materials.

5. A copy of all Student Activity Sheets (SASs).

6. An appendix that includes some additional information on running classroom discussions, working with small groups, role playing, and problem solving.

For organizational purposes, the guide is color coded. All white pages are Teacher's Guide (lesson plan) pages, and all colored pages are SASs, transcripts, student reference pages, etc. The colors of the student pages tie into references given in the lesson plans to aid you when you duplicate these pages from the ditto masters. If possible, duplicate SASs in the colors suggested to aid in tracking the various activities.

Teachers should have instruction sheets available for each lesson and should give out homework assignments and related activity sheets before the end of the class. Homework is crucial to the success of this curriculum and must be done thoroughly for each assignment to ensure the success of the following class. Homework, in most cases, can be done in class if necessary.

The only exceptions to the above-mentioned format are the instructions provided for Learning Activity Packages (LAPs) that appear as lesson #8 of Unit I and lesson #11 of Unit III. Because the general guidelines for teaching an LAP apply to both, they are described in the next section.

A word on altering the curriculum: It is our assumption that most teachers like to adapt any curriculum to the particular needs of their own students and their own styles. Please do so. This curriculum has been designed to be adaptable and to allow teachers to insert local references, to change the order of activities, and to add or replace materials--in short, to be made your own. Do not think that the fact that our lesson plans are in print means that they are sacred. You know what is best for your class. Use our materials to your best advantage.

A word on the length of lessons: We have deliberately called our division of activities "lessons" rather than "days." Different classes will begin with different levels of awareness and information; they will take different lengths of time to do the work as we have outlined it or as you have changed it. Some groups will take a single day for each lesson, others will take three days. We have included rough estimates on the length of units. Don't take these estimates too seriously. You know the reading level and sophistication of your students--your estimates are likely to be better than ours.

GENERAL GUIDELINES FOR LEARNING ACTIVITY PACKAGES

1. Students proceed through the readings and activities more or less at their own pace. (We'll have more to say about techniques for managing self-paced instruction later in this guide.)

2. The LAP provides instructions to students as to their tasks, how to evaluate their work, and what page to turn to next.

3. Activities in the LAP are usually of four types:

   a. Assessment -- tasks designed to determine whether the student possesses a given skill.

   b. Instruction -- tasks that teach skills a student does not possess.

   c. Evaluation -- tasks designed to determine if the student has mastered the skill via the instructional activities.

   d. Enrichment -- optional activities related to the skills being worked on but not critical to their development.

4. Teachers have four critical roles in teaching the LAPs:

   a. Monitor -- keeping students on task and working at a reasonable rate.

   b. Facilitator -- explaining any directions or activities about which students are genuinely confused.

   c. Resource -- providing students with any required or student-requested materials or information.

   d. Evaluator -- reviewing students' work when they are instructed to bring it to the teacher (specific instructions to the teacher for those instances are in this guide).

Classroom Management

Individualized instruction presents the teacher with advantages and disadvantages. At first it can be difficult if you don't have a lot of experience in using individualized methods. The following discussion is intended to assist teachers in obtaining the benefits of individualized instruction while minimizing the costs.

It is important for you to realize that you are essential in teaching an LAP. In addition to your roles as monitor, facilitator, resource person, and evaluator, your contact with students should include some or all of the following functions: 1) motivate--most important; 2) provide examples and/or analogies; 3) give a mini-lecture when appropriate; 4) pair students with similar problems; 5) trouble-shoot; 6) debrief; 7) summarize.

All the above-mentioned roles will require you to have continuous contact with students and will permit you to gain a sense of the progress being made by each individual.

Unfamiliar format will probably be your biggest problem with the LAPs. Fortunately, many high school teachers now use a lot of individualized instruction and self-paced work; for many of you, the problem will be only in adapting your normal routines to written rather than "hands-on" activities. Help the students adjust to the new format by pointing out parallels between LAPs and other classroom procedures. But also be sure that they recognize the differences between LAPs and other written work they are accustomed to--this will reduce their natural tendency to reject unfamiliar tasks.

Describe to them your four primary roles (defined on the previous page), and explain that their roles include:

1. Determining their own pace
2. Figuring out directions
3. Assessing their own skills
4. Evaluating others.

When explaining these roles, keep in mind the following points regarding students' roles:

1. Determining their own pace: Since most activities are done individually or in small groups, the rate at which students work is not determined by the teacher or the rest of the class. This does not mean that they can deliberately work at a "snail's pace" or that they can race through the activities without making an effort. You, as teacher, will be around to monitor their work and to keep them moving at a reasonable pace.

2. Understanding written directions: Students are responsible for reading the activities and understanding the instructions for what to do. They should not constantly ask you what to do next. Unfortunately, their initial response will be to do just that. To nip this tendency in the bud, you must consistently redirect students to the written instructions and ask them either to figure them out or to ask a student partner to help. Of course, there may be some instructions that are confusing and there may be students who are genuinely unable to understand certain directions. In such cases, you should help the student to understand the directions. Even in these cases, you should not resort to explicit directions. Instead, attempt to guide students to their own understanding of the directions.

   These warnings are crucial to the success of individualized instruction. If a teacher falls prey to student pleas of "what do we do now?" the individualized instructional mode will become a huge headache.

3. Assessing their own skills: Students are directed to particular activities within each LAP based on self-assessment of their skills. Inaccurate self-assessment will result in their doing activities they don't need and/or not doing activities they do need. Try to impress on them the importance of doing the self-assessment activities carefully and honestly.

4. Evaluating others: In some of the activities, students are asked to evaluate the work of their classmates. Students should be urged to take this responsibility seriously. Judging another person's efforts is a difficult life skill to acquire. Many people feel quite uncomfortable being in this position. Yet, it is a situation we cannot avoid in life. It is primarily for this reason that we have required students to evaluate one another's work.

One of the potential difficulties with individualized instruction is that it requires students to be more active and less re-active than in large group instruction. There is nowhere to hide in an individualized program. It takes time for students to adjust to coming into the classroom and getting down to work on their own without the teacher announcing the tasks for the day. Consequently, at the beginning, you may have to remind students to get down to work. Say something such as, "OK, everyone should know what to do. Pick up your activities wherever you left off yesterday. I'm available to help you if you need it. But, try to do the activities on your own or with your student partners." Then you should circulate around the class, talking individually to students or small groups of students who seem to be having difficulty working. Once everyone is working, you should continue responding to specific student requests for assistance or evaluation.

Another potential difficulty in an individualized program is evaluation and record keeping. This varies with the type of LAP used and is dealt with in the discussion of each LAP in this guide.

A word on student partners: You undoubtedly have your own methods for breaking students down into small groups for team work. We suggest teams of three to five students so that if students are absent, there are still enough students for team effort. Obviously, students who have demonstrated an inability to work together productively should not be allowed to work together. Also, we suggest that within teams, students rotate evaluations instead of simply exchanging them (i.e., person A gives his/her work to person B to evaluate; person B gives his/her work to person C to evaluate; person C gives his/her work to person A to evaluate).

A word on noise: Noise level in an individualized small-group setting tends to be somewhat higher than in a teacher-centered large-group setting. The level of noise allowed should depend on the tolerance of teacher and students. It should not be allowed to rise above a point where teacher or students cannot work effectively. On the other hand, it is not reasonable to demand absolute silence in such a mode of instruction.

A word on absenteeism: One big advantage of LAPs is that students who are absent haven't "missed" anything except the time spent on a LAP. We suggest that you have students make up missed time by spending an equivalent amount of time on the LAP at home. Similarly, if you feel that a student is wasting time in class or is not working fast enough on a LAP, you may wish to require the student to spend some time on the LAP at home. Aside from these cases, we recommend that students not have homework during LAP sessions. Instead, you should encourage students to put in a maximum effort during class. It should be pointed out to them that such an effort frees them from homework, but that if they get too far behind, they may have to work on the LAPs at home.

A word on the "best and the brightest": Some students will work through the LAPs very quickly. You should monitor the work of such "speed-demons" carefully to be certain it is of quality as well as quantity. Anticipating students whose work is of high quality and quantity, we have included more activities than most students can do in the time allotted. Thus, even the "best" and the "brightest" should have enough work to do.

One final word: We strongly recommend that you work through all the LAPs before distributing them. Read every page; be familiar with the objectives and procedures of every activity.

GRADING AND EVALUATION

Because this is a values-oriented curriculum, and because policies and procedures regarding grades vary among schools, departments, and individual teachers, it is very difficult to prescribe one approach to the grading and evaluation of student achievement. We therefore suggest that each teacher adapt the recommendations below to his or her own teaching situation.

RECOMMENDATIONS

1. Grades should reflect effort, achievement, attitude, and mastery.

2. Effort may be measured by the amount of work done by students inside and outside of class. We would therefore recommend that you keep a record of all completed Student Activity Sheets done by students. A simple check (✓) system is preferable for grading these activity sheets since we are concerned here with effort, not excellence. A ✓+, ✓, ✓- distinction should simply reflect a greater or lesser effort evident in the student's work.

3. Achievement, or growth, can be measured only if what a student knows before beginning a course of study is accurately determined. The best way to measure achievement is to design an assessment procedure to be administered to students both before and after they participate in the course. The assessment procedures must be identical or highly similar if changes in levels of information, skills, and concept development are to be determined.

4. Attitude is best evaluated subjectively by the teacher in whatever way she/he usually makes such an assessment. It is our view that attitude is relevant but perhaps the least important of the dimensions evaluated for grading.

5. Mastery is the most absolute dimension a teacher evaluates and is closely associated with aptitude. It is a measure of a student's ability to achieve the knowledge, skills, and understanding of the curriculum. It does not take into account the student's level of mastery before taking a given course, and hence cannot be a measure of growth or achievement. It is simply a measure of the student's absolute level of mastery at the end of the course.

Although most teachers weigh mastery heavily in determining grades, it is our view that achievement rather than mastery ought to be most heavily weighted. To overemphasize mastery is to reward a student's aptitude more than his/her growth or his/her efforts, and discourages less able students from making an effort.

6. In summary, we suggest that each teacher evaluate students' effort, achievement, attitude, and mastery as recommended and then grade according to a predetermined weighting of these components, with achievement and effort being the primary criteria and attitude and mastery secondary considerations.

OPTIONS: A CAREER DEVELOPMENT CURRICULUM FOR RURAL HIGH SCHOOL STUDENTS

Course Outline

UNIT I: UNDERSTANDING PEOPLE IN OUR AREA (approximately 13 days)

Lesson	Topic
1	Who Are We?
2	Portrait of Women in Our Area
3	Oh, the Advantages and Disadvantages of Being a Woman in This Area
4	Lives of Women in This Area
5	Playing Life Roles
6	Responding to Ideal Relationships
7	Sex Stereotyping
8	Women's Work, Men's Work
9	Responsibilities of Running a Household
10	Being a Single Head of Household
11	Learning Activity Package: Organizing and Managing Time

UNIT II: DECISION MAKING (approximately 7 days)

Lesson	Topic
1	Life Auction
2	House Fire!!
3	Introducing Decision Making
4	Applying the Decision-Making Process
5	Applying the Decision-Making Process to a Personal Decision

UNIT III: LIFE PLANNING (approximately 12 days)

Lesson	Topic
1	Life Stages
2	This Is Your Lifeline
3	Decision Areas and Life Stages
4	The Game of Life: Choice and Chance
5	What Happened Yesterday? Debriefing the Game
6	Long- and Short-Range Decisions
7	Coping with Crisis
8	Learning Activity Package: Assessment Skills
9	Revising Your Identity: Playing the Game Again
10	Life Planning: Is It Worthwhile?

Course Outline (cont.)

UNIT IV: THE JUGGLING ACT: LIVES AND CAREERS (approximately 13 days)

Lesson	Topic
	PAT
1	Looking for Jobs
	(Optional Lesson: Writing a Resumé)
2	Preparing for an Interview
3	Creating Jobs
4	Life Skills
5	What Do You Say, Pat?
6	Starting a Small Business
	STEPHANIE
1	Your Record and Your Rights
2	Job Conflicts
3	Role Playing
4	Reviewing the Situation and Taking Action
	EVELYN
1	Welfare: True or False?
2	The Advantages and Disadvantages of Marriage
3	Influences on Our Lives
4	If You're So Smart, Lady, Why Aren't You Rich?
5	Vocational Training Opportunities
	TERRI
1	Interviewing Parents and Friends
2	Ways to Approach the Job Market
3	Family/Work Conflicts
4	Supporting a Family
	(Alternate Lesson: We're Getting Along OK, but It's No Picnic)
5	Family Goals
	SUMMING UP UNIT IV
1	What Has This to Do with Me?
2	Looking Backward: What Have We Learned?

UNIT I: UNDERSTANDING PEOPLE IN OUR AREA

INTRODUCTION

Who am I? What does it mean to be an adult in this area of the country? What kinds of problems do people here have and how might they affect me? These are the questions addressed by the first unit of OPTIONS. As in most "values-oriented" curriculums, we begin by asking students to explore themselves as individuals. But we move quickly from the general "who am I?" to the more specific "what does it mean to be an adult?" to the more focused "what does it mean to be an adult in my area?" The purpose of the initial values exercise is to set the stage for student investigation of certain problems young people today face: complex interpersonal relationships, sex stereotyping and discrimination, and the possibility of being a single head of household. These particular problems have been carefully chosen from the many issues that confront people because they are the most common and pressing concerns of men and women today.

Though we doubt that anyone needs evidence of the importance of these problems, perhaps some statistics will make these issues seem more relevant. In Nebraska, one out of ten families is headed by one person. Often that person receives no external support from the former spouse. Of these one-parent families, four out of five are headed by women.* These statistics are not comforting, but they are the reality of life for many men and women, and must be confronted by young people about to enter the adult world.

Problems are presented in the first ten days of the unit; an offshoot of examining these problems is recognizing the heavy demands placed on many men and women today, particularly those who are single heads of household. An individualized Learning Activity Package (LAP) was developed for the last three days of the unit, to address the specific problem of organizing and managing time.

As all teachers know, telling students about problems they will someday face is the least effective way of motivating them to prepare to cope. Therefore, this unit guides the students toward "discovery" of problems faced by people in their area. As each set of problems is uncovered, the students relate them to their own lives. Through this method, we hope to create in the students a desire to learn skills and planning strategies to resolve some of these problems.

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*Current Population Reports, series P-60, no. 111, issued March 1978. Survey done 1975.

UNIT I OBJECTIVES

A. Who Are We?

Students will be able to:
1. Define the boundaries of their local area.
2. State how adulthood is defined in their area and in what ways this determination is made.
3. Given a list of characteristics, indicate the degree to which each characteristic is descriptive of themselves.
4. Given a list of characteristics, indicate the degree to which each is true for women and for men in their local area.
5. Given a list of characteristics, indicate the extent to which they would ideally like each characteristic to be true of them.

B. Portrait of Women in Our Area

Students will be able to:
1. "Draw a portrait" of women in their area.
2. "Draw a portrait" of men in their area (optional).
3. Write an essay comparing themselves to women in their area, evaluating the class consensus of women in their area, or evaluating how male attitudes affect women in their area.

C. Oh, the Advantages and Disadvantages of Being a Woman in This Area

Students will be able to:
1. Discuss the advantages and disadvantages of being a woman in this area.
2. Discuss the advantages and disadvantages of being a man in this area.
3. Identify differences between their real and ideal selves and recognize their consequent need to change certain characteristics in themselves.

D. Lives of Women in This Area

Students will be able to:
1. After listening to tapes of women discussing their life roles, describe the life roles discussed on the tapes.

E. Playing Life Roles

Students will be able to:
1. Given situation cards, role play different interactions between males and females in various roles.
2. After watching other students role play and discussing what they noticed about the interactions, note difficulties in the relationships.
3. Describe what they would wish for in an ideal relationship with various others in their lives.

F. Responding to Ideal Relationships

Students will be able to:
1. Evaluate the degree of realism and potential difficulties in one another's wishes for ideal relationships.
2. List potential difficulties in human relationships.
3. Given a series of statements about men and women, indicate the extent to which they agree or disagree, indicating whether this option is based on their own experience, on what they have heard others say, or on what they have read or seen on TV.

G. Sex Stereotyping

Students will be able to:
1. Arrive at an understanding of sex stereotyping by discussing their responses to the questionnaire "What Do you Think about Men and Women?"

H. Women's Work, Men's Work

Students will be able to:
1. Given pictures of men and women at work, indicate whether women could do the man's work shown and whether men could do the women's work shown.
2. Given pictures of men and women at work, indicate which work they would or would not do, why and why not, and whether their reasons could also be true for someone of the opposite sex.
3. Given a list of duties involved in taking care of a family, indicate whether these are most often handled by a woman, a man, either or both, or the kids in the family.

I. Responsibilities of Running a Household

Students will be able to:
1. Discuss the work in running a household and recognize and explain why:
    a. Families differ as to which responsibilities are handled by women and which by men.
    b. Some families do not have two adult heads of household.
    c. Single heads of household must deal with all the duties and difficulties usually handled by two people in a family having both an adult woman and an adult man.
    d. Most single heads of household are women.
2. Recognize their chances of becoming single heads of household.
3. Given a list of duties involved in taking care of a family, estimate how often they must be done and how much time is involved in each.

J. Being a Single Head of Household

Students will be able to:
1. Discuss the amount of time and energy required to be a single head of household.
2. Given case studies of single female heads of household, recognize and state the tremendous difficulties they face.

J. Being a Single Head of Household (cont.)

3. Review the lists of difficulties and problems that have emerged from the four sections of this unit: 1) living in this area, 2) relationships, 3) stereotyping, and 4) single heads of household.
4. Recognize a need to gain life skills to deal with many of these problems.

K. LAP on Organizing and Managing Time

After completing this LAP, students will be able to:

1. Assess their need to organize and manage their time.
2. Make lists of what they must do and what they want to do.
3. Set priorities among items on these lists.
4. Plan their day according to their priorities.
5. Review their use of time at the end of the day.
6. Use various techniques for making better use of their time.
7. Evaluate their ability to organize and manage time.
8. Complete a self-paced LAP.

WHO ARE WE?

Objectives

1. The students will be able to define the boundaries of their local area.

2. The students will be able to state how adulthood is defined in their area and in what ways this determination is made.

3. Given a list of characteristics, students will indicate the degree to which each characteristic is descriptive of themselves.

4. Given a list of characteristics, students will indicate the degree to which each is true for women and for men in the local area.

5. Given a list of characteristics, students will indicate the extent to which they would ideally like each characteristic to be true of them.

Materials

Activity Sheet: "What Is Your Local Area?" (optional)
Student Activity Sheets # 1, # 2, # 3, # 4
Student Activity Sheet # 5 (homework)

Lesson Plan

1. Introduce the first unit, "Understanding People in Our Area." Discuss the unit objectives. Some discussion should be initiated on what it means to be labeled an adult: a woman as opposed to a girl, a man as opposed to a boy. When does one become an adult? (At 18, after marriage, after high school graduation, after having a baby?) Who decides when an individual is an adult? (Parents, teachers, society, self?)

2. It is important to define the local area being considered throughout the course. The class can reach an agreement on this, or the teacher can decide. Is it the school district, the neighborhood? Does it have geographic boundaries? What are they? (See Notes to the Teacher below for an optional activity that could be used here.)

3. Introduce the first activity of the unit. Tell the students that they will be doing a variety of activities, many of which will ask them to think about what they themselves are like. Stress that although they will be asked to write down or check off answers to personal questions, they will not be asked to publicly reveal responses that make them uncomfortable. (Be sure to respect this. Any student should be able to choose not to reveal an answer to a question if it seems too personal to him or her. As the class continues to build trust this will probably happen rarely, but the option should exist.) Tell students that they will use their own responses to arrive at conclusions about general issues that will then be discussed. Reassure them that there are no "right" answers.

4. Explain SAS # 1: "Women in My Area Are People Who..." (blue). Tell students to put a check in the box that best shows how true the statement is of women in their area. Tell them that they may add characteristics they feel were left out in the blank spaces provided.

5. When students finish SAS # 1, have them turn it over. Then, for SAS # 2 (blue), give instructions similar to the ones for SAS # 1. This time ask students to put a check in the box that best shows how true the statement is of men in their area.

6. Repeat these instructions for SAS # 3: "I Am Someone Who..." (yellow) and for SAS # 4: "I would Like to Be Someone Who..." (green).

7. Allow at least five minutes for instructions to SAS # 5: "Tally Sheet" (gold), which will be assigned as homework.

The tally sheets list each statement from the previous four sheets. On Tally Sheet # 1, the two blank columns represent: 1) women in the local area and 2) men in the local area. The two blank columns on Tally Sheet # 2 represent 1) the student and 2) the students' ideals for themselves. On these tally sheets, students record what was checked as extremely or moderately true.* Have the students fold back SASs # 1, # 2, # 3, and # 4 after the column marked "moderately" so only the characteristics and the columns "extremely" and "moderately" are showing. (They could tear the excess off if they wanted.) Begin with SAS # 1. If students marked a statement as being either extremely or moderately true of women in their area, they should place a check in column 1 of Tally Sheet # 1 across from the statement. Continue down SAS # 1 until all the statements marked as extremely or moderately true have been checked off in column 1.

Next, students should repeat the same procedure for SAS # 2 by placing checks in column 2 opposite the statements they have marked as either extremely or moderately true of the men in their area. They should use the same process with SAS # 3 and SAS # 4 using the columns with the appropriate headings on Tally Sheet # 2. Illustrate these directions with several examples.

8. Students should finish this activity either in class or as homework so they can refer to it in lesson # 3.

Notes to the Teacher

1. The activity on the next page entitled "What Is Your Local Area" can be used to obtain information about your local area. Inclusion of this activity would probably add two days to the unit. You can use it in a variety of ways: with individuals, small groups, the whole class, guest speakers, and so on.

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*You might wonder why the categories "extremely" and "moderately" true are treated as if they were the same. The reason for using a four-point scale is to permit students who do not like to indicate ratings in extremes to indicate the basic direction of their rating, i.e., basically true or basically untrue. The degree of their rating is not important nor would it be a particularly reliable measure. However, the basic direction is both important and reliable.

WHAT IS YOUR LOCAL AREA?

The following questions can serve as a method for acquainting students with their local area or town. It is hoped that this somewhat historical focus will indicate how the area has changed and how patterns of work and home life have also changed. Students could do some individual research on selected questions and report back to the class at a later date. Or, perhaps a speaker well versed in local history could talk with students. It is important that the focus not be on the students learning history, but rather on their becoming aware of their locale and the similarities and differences between past and present that affect their lives.

What Is Your Local Area? How Has It Changed?

1. How has your town's population changed from its beginning to today? What are the trends? Can you account for increases, decreases, or certain population levels?
2. Make lists of the major occupations in 1900, 1935, and 1975. How are these different? How can you account for the changes?
3. Where did people work in 1900, 1935, and 1975?
4. What schools did the town have during those years? Where were they located? What was the school population? What was a day in school like? How were teachers selected? Who went to school?
5. Who were the important families in 1900, 1935, and 1975?
6. In the different periods of your area's history, how many women worked outside the home? What did they do?
7. What were the patterns of family life? What was a typical day like? What was a typical year like for a family in the early 1900's, mid-1900's, and now?
8. Where were the population centers of the area? Have they changed? Why?
9. What industries have there been? What factories, stores, bars, hotels? What occupations have there been? What service trades?
10. What were marriages like? At what ages did people marry? How large were families? What have been the roles and jobs of family members?
11. What has been the area's income? How have people spent their money? What were the typical family expenses?
12. What are the geographical boundaries of your town? What were(are) the towns? What were the major roads? How were the boundaries defined? Have transportation systems affected the boundaries?
13. What have been your town's transportation systems? Roads, interstates, railroads, ferries, toll bridges? What kinds of goods were transported?
14. What have been the prominent disasters in your town? Fires, floods, storms, tornados, sicknesses? What impact have they had?
15. What religious groups were important in your town in 1900, 1935, 1975? What was the influence of religion in 1900, 1935, and today?

RESOURCE LIST: YOUR LOCAL AREA

1. Local historical society
2. Local chamber of commerce
3. City hall, courthouse
4. Grandparents
5. Parents
6. State Office of Employment Security
7. Census data
8. City manager
9. Planning boards -- councilors
10. Conservation commissions
11. Local museum
12. City library
13. Extension service
14. Teachers
15. School counselors
16. Local craftspeople
17. Local published history
18. Old newspapers
19. Retired telephone operators
20. Undertakers, auctioneers
21. Books -- e.g., by Willa Cather, Mari Sandoz, Bess Streeter Aldrich
22. Railroad agents
23. Fraternal organizations

WOMEN IN MY AREA ARE PEOPLE WHO...

	Extremely	Moderately	Slightly	Not at all
1. are close to their families				
2. know their neighbors well				
3. assume men make the decisions that are important				
4. are physically fit				
5. stay close to home and this area				
6. believe in women's rights				
7. mistrust out-of-staters				
8. enjoy homemaking activities				
9. give up easily				
10. value education				
11. are bored with their lives				
12. like outdoor activities				
13. value a close relationship with someone of the same sex				
14. read only magazines and newspapers				
15. attend few cultural events (concerts, art exhibits, etc.)				
16. would like to work part time				
17. depend on others for emotional support				
18. know only what happens within their families and town/community				
19. like to be involved in community activities				
20. are content with their lives				
21. are ambitious				
22. keep their personal lives to themselves				
23. are afraid of change				
24. need security				
25. would enjoy working full time				
26. are confident				
27. enjoy TV more than reading				
28. enjoy crowds				
29. are good at managing money				
30. drink and/or use drugs				
31. feel leisure activities are important				
32. value a good relationship with a member of the opposite sex				
33. feel the need to be like their friends				
34. think a wife should do as her husband wishes, even if she disagrees with it				
35. are easily depressed				
36. are happy				
37. would be content to keep house while their spouse worked outside the home				
38. would like their spouse to work part time				
39. would be willing to share housework if both partners worked outside the home				

BEST COPY AVAILABLE

MEN IN MY AREA ARE PEOPLE WHO...

	Extremely	Moderately	Slightly	Not at all
1. are close to their families				
2. know their neighbors well				
3. assume men make the decisions that are important				
4. are physically fit				
5. stay close to home and this area				
6. believe in women's rights				
7. mistrust out-of-staters				
8. enjoy homemaking activities				
9. give up easily				
10. value education				
11. are bored with their lives				
12. like outdoor activities				
13. value a close relationship with someone of the same sex				
14. read only magazines and newspapers				
15. attend few cultural events (concerts, art exhibits, etc.)				
16. would like to work part time				
17. depend on others for emotional support				
18. know only what happens within their families and town/community				
19. like to be involved in community activities				
20. are content with their lives				
21. are ambitious				
22. keep their personal lives to themselves				
23. are afraid of change				
24. need security				
25. would enjoy working full time				
26. are confident				
27. enjoy TV more than reading				
28. enjoy crowds				
29. are good at managing money				
30. drink and/or use drugs				
31. feel leisure activities are important				
32. value a good relationship with a member of the opposite sex				
33. feel the need to be like their friends				
34. think a wife should do as her husband wishes, even if she disagrees with it				
35. are easily depressed				
36. are happy				
37. would be content to keep house while their spouse worked outside the home				
38. would like their spouse to work part time				
39. would be willing to share housework if both partners worked outside the home				

BEST COPY AVAILABLE

I AM SOMEONE WHO...

	Extremely	Moderately	Slightly	Not at all
1. is close to my family				
2. knows my neighbors well				
3. assumes men make the decisions that are important				
4. is physically fit				
5. stays close to home and this area				
6. believes in women's rights				
7. mistrusts out-of-staters				
8. enjoys homemaking activities				
9. gives up easily				
10. values education				
11. is bored with my life				
12. likes outdoor activities				
13. values a close relationship with someone of the same sex				
14. reads only magazines and newspapers				
15. attends few cultural events (concerts, art exhibits, etc.)				
16. would like to work part time				
17. depends on others for emotional support				
18. knows only what happens within my family and my town/community				
19. would like to be involved in community activities				
20. is content with my life as it is				
21. is ambitious				
22. keeps my personal life to myself				
23. is afraid of change				
24. needs security				
25. would enjoy working full time				
26. is confident				
27. enjoys TV more than reading				
28. enjoys crowds				
29. is good at managing money				
30. drinks and/or uses drugs				
31. feels leisure activities are important				
32. values a good relationship with a member of the opposite sex				
33. feels the need to be like my friends				
34. thinks a wife should do as her husband wishes, even if she disagrees with it				
35. is easily depressed				
36. is happy				
37. would be content to keep house while my spouse worked outside the home				
38. would like my spouse to work part time				
39. would be willing to share housework if both partners worked outside the home				

I WOULD LIKE TO BE SOMEONE WHO...

	Extremely	Moderately	Slightly	Not at all
1. is close to my family				
2. knows my neighbors well				
3. assumes men make the decisions that are important				
4. is physically fit				
5. stays close to home and this area				
6. believes in women's rights				
7. mistrusts out-of-staters				
8. enjoys homemaking activities				
9. gives up easily				
10. values education				
11. is bored with my life				
12. likes outdoor activities				
13. values a close relationship with someone of the same sex				
14. reads only magazines and newspapers				
15. attends few cultural events (concerts, art exhibits, etc.)				
16. would like to work part time				
17. depends on others for emotional support				
18. knows only what happens within my family and my town/community				
19. likes to be involved in community activities				
20. is content with my life as it is				
21. is ambitious				
22. keeps my personal life to myself				
23. is afraid of change				
24. needs security				
25. would enjoy working full time				
26. is confident				
27. enjoys TV more than reading				
28. enjoys crowds				
29. is good at managing money				
30. drinks and/or uses drugs				
31. feels leisure activities are important				
32. values a good relationship with a member of the opposite sex				
33. feels the need to be like my friends				
34. thinks a wife should do as her husband wishes, even if she disagrees with it				
35. is easily depressed				
36. is happy				
37. would be content to keep house while my spouse worked outside the home				
38. would like my spouse to work part time				
39. would be willing to share housework if both partners worked outside the home				

BEST COPY AVAILABLE

TALLY SHEET # 1	WOMEN IN MY AREA ARE PEOPLE WHO... (SAS # 1)	MEN IN MY AREA ARE PEOPLE WHO... (SAS # 2)
1. are close to their families		
2. know their neighbors well		
3. assume men make the decisions that are important		
4. are physically fit		
5. stay close to home and this area		
6. believe in women's rights		
7. mistrust out-of-staters		
8. enjoy homemaking activities		
9. give up easily		
10. value education		
11. are bored with their lives		
12. like outdoor activities		
13. value a close relationship with someone of the same sex		
14. read only magazines and newspapers		
15. attend few cultural events (concerts, art exhibits, etc.)		
16. would like to work part time		
17. depend on others for emotional support		
18. know only what happens within their families and town/community		
19. like to be involved in community activities		
20. are content with their lives		
21. are ambitious		
22. keep their personal lives to themselves		
23. are afraid of change		
24. need security		
25. would enjoy working full time		
26. are confident		
27. enjoy TV more than reading		
28. enjoy crowds		
29. are good at managing money		
30. drink and/or use drugs		
31. feel leisure activities are important		
32. value a good relationship with a member of the opposite sex		
33. feel the need to be like their friends		
34. think a wife should do as her husband wishes, even if she disagrees with it		
35. are easily depressed		
36. are happy		
37. would be willing to keep house while my spouse worked outside the home		
38. would like my spouse to work part time		
39. would be willing to share housework if both partners worked outside the home		

BEST COPY AVAILABLE

TALLY SHEET # 2	I AM SOMEONE WHO... (SAS # 3)	I WOULD LIKE TO BE SOMEONE WHO.. (SAS # 4)
1. is close to my family		
2. knows my neighbors well		
3. assumes men make the decisions that are important		
4. is physically fit		
5. stays close to home and this area		
6. believes in women's rights		
7. mistrusts out-of-staters		
8. enjoys homemaking activities		
9. gives up easily		
10. values education		
11. is bored with my life		
12. likes outdoor activities		
13. values a close relationship with someone of the same sex		
14. reads only magazines and newspapers		
15. attends few cultural events (concerts, art exhibits, etc.)		
16. would like to work part time		
17. depends on others for emotional support		
18. knows only what happens within my family and my town/community		
19. likes to be involved in community activities		
20. is content with my life as it is		
21. is ambitious		
22. keeps my personal life to myself		
23. is afraid of change		
24. needs security		
25. would enjoy working full time		
26. is confident		
27. enjoys TV more than reading		
28. enjoys crowds		
29. is good at managing money		
30. drinks and/or uses drugs		
31. feels leisure activities are important		
32. values a good relationship with a member of the opposite sex		
33. feels the need to be like my friends		
34. thinks a wife should do as her husband wishes, even if she disagrees with it		
35. is easily depressed		
36. is happy		
37. would be content to keep house while my spouse worked outside the home		
38. would like my spouse to work part time		
39. would be willing to share housework if both partners worked outside the home		

BEST COPY AVAILABLE

PORTRAIT OF WOMEN IN OUR AREA

Objectives

1. Students will use their collective tally sheets to "draw a portrait" of women in their area.

2. Students will use their collective tally sheets to "draw a portrait" of men in their area (optional).

3. Students will write an essay comparing themselves to women in their area, evaluating the class consensus of women in their area, or evaluating how male attitudes affect women in their area (homework).

Materials

Completed Student Activity Sheets # 1, # 2, # 3, # 4, # 5
Silhouette: "Portrait of a Woman in Our Area" (use newsprint)
Silhouette: "Portrait of a Man in Our Area" (optional)
Large printed characteristic statements (use 3" x 11" strips of cardboard)
Student Activity Sheet # 6 (homework)

Lesson Plan

1. Prior to class, tack a large silhouette titled: "Portrait of a Woman in Our Area" on a bulletin board that students can see and get close to easily (see sample that follows in Notes to the Teacher). Beside the silhouette, put up the characteristic statements.

2. Hand out SAS # 6 and read the directions with the class.

3. Ask if any students want to add any characteristics that are not already printed on the statement cards.

4. Ask students to look over their own Tally Sheet # 1 (gold), column 1: "women in my area are people who..." and go to the board one at a time and take a statement back to their seats that they strongly feel is a characteristic of women in their area.

5. When each student has removed one characteristic statement, ask the class if anyone sees a remaining statement that he or she thinks should be included. If so, have students remove those one at a time as well.

6. If statements remain that you, the teacher, feel to be characteristic of women in the area, you should take these. Now, remove all unselected statements and put them aside.

Ask a student to read his/her statement aloud. Then ask the other students to indicate by raising their hands if they also checked that statement.

a. If most did: take a vote to see if the class agrees to tack it on the portrait as a characteristic of women in the area.

b. If most did not: ask students whether they feel that the statement should be included as a characteristic of women in the area.

Ask the rest of the students to read their statements and take a class vote on each. When a statement is selected, ask the student to tack it to the portrait.

7. If there seems to be disagreement on the statement, encourage discussion in which students attempt to influence the rest of the class. After this discussion, ask for a hand vote on whether to list the statement as a characteristic of women in the area. Urge students to come to a general agreement, but go with the majority if consensus cannot be reached.

8. Keep discussions brief enough so that you can complete the portrait by the end of the class. If at ten minutes before the end of class you see that you won't finish this process, simply ask for hand votes on the remaining statements. At the end of class, all statements voted as being characteristic should be tacked on the silhouette, and students should have listed these characteristics on SAS # 6. (See enrichment activities in Notes to the Teacher.)

9. If time permits, or if you chose to take an additional day for this lesson, you can use the process outlined above to compile a "Portrait of a Man in Our Area." Students can keep a record of the class consensus on "Men in Our Area" on the back of SAS # 6. If your class compiles a male portrait, have them consider such questions as:

a. What characteristics are common to both men and women in our area?
b. What characteristics are not common to both men and women in our area?
c. How do the attitudes of women affect the characteristics of men?
d. How do the attitudes of men affect the characteristics of women?

You may want students to discuss these questions in class or in a writing assignment.

Homework

1. If your class compiled portraits of both men and women in their area, students can write a one-page essay entitled "How I Compare to Women/Men in My Area." In writing their essays, students should refer to SAS # 3 (which should have only the "extremely" and "moderately" categories showing) and the class consensus on each portrait.

If your class has only completed the portrait of a woman, the girls should write their one-page essay on how they compare to women in their area

and the boys should write their essay on how the attitudes of men affect the characteristics of women in their area. In writing their essays, the boys will need only to refer to the class consensus recorded on SAS # 6: "Women in Our Area."

2. Students should be encouraged to use personal examples to illustrate their points of view in their essays rather than just listing characteristics.

Notes to the Teacher

The following activity is provided for teachers who feel their classes need more information about women in their area. It follows the lessons as outlined, substituting a different homework assignment. For homework after lesson # 2, students should ask at least two women from their area to fill out SAS # 1: "Women in My Area Are People Who..." No names are to be used, and students should not identify who filled out the sheets. (To do this, students will need at least two copies of SAS # 1.)

The next day the class will discuss "Women in My Area" using their homework. The discussion should revolve around the following questions to reorganize the 37 characteristics. This should break the monotony of simply going down the list. Ask students to give evidence for their opinions by referring to specific statements. Some statements will help answer more than one question. The numbers below refer to characteristic statements.

1. How do women in this area feel about themselves?
   # 4, 11, 20, 24, 26, 29, 35, 36, 37
2. What are these women's ambitions?
   # 8, 16, 19, 20, 21, 25, 37
3. How would you describe these women? What are their personality traits?
   # 3, 9, 17, 21, 22, 23, 28, 33, 34, 35, 36
4. What is their world experience?
   # 5, 7, 14, 15, 18
5. What do they value?
   # 6, 10, 32
6. How do they relate to people in their area?
   # 1, 2, 13
7. What do they do with their leisure time?
   # 12, 27, 30, 31

The class should end with a clear portrait of "Women in Our Area." This class consensus should be recorded by students on SAS # 6.

The process outlined above could be used to gather additional information about "Men in Our Area" as well.

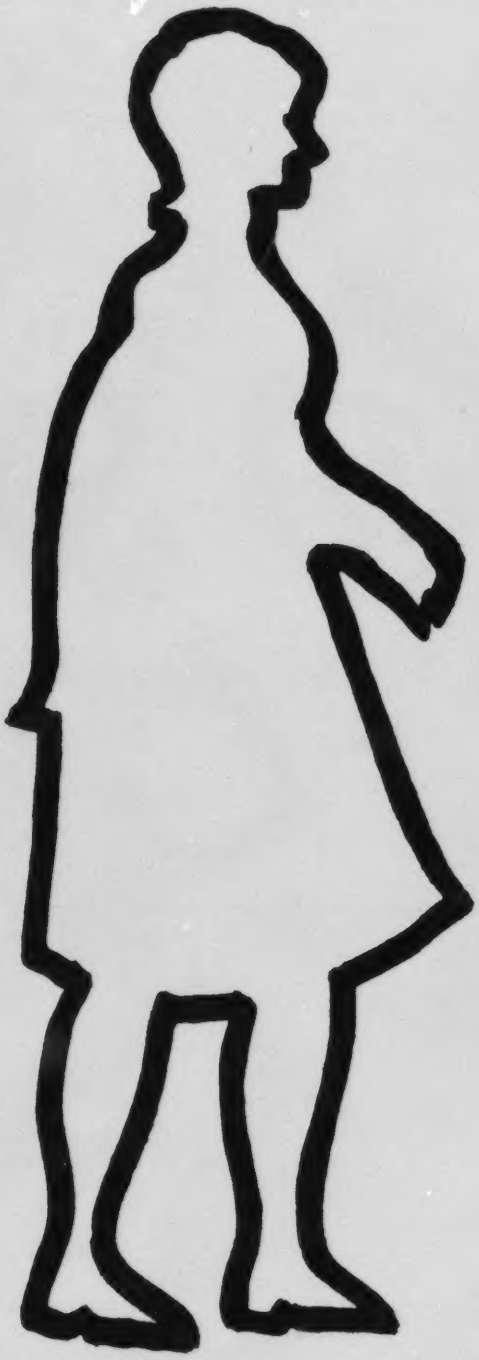
For homework after this lesson, have the students write the essay described above.

PORTRAIT OF A WOMAN IN OUR AREA

ADVANTAGES

1. xxxxxxx
   xxxxxxx *

DISADVANTAGES



*Characteristic statements from SAS # 1 printed on 3" x 11" cards.

PORTRAIT OF A MAN IN OUR AREA

ADVANTAGES

1. xxxxxxx
   xxxxxxx
   *

DISADVANTAGES

*Characteristic statements from SAS # 2 printed on 3" x 11" cards.

WOMEN IN OUR AREA: A CLASS CONSENSUS

As your class agrees upon characteristics of women in your area, write down the statements on this sheet. You will need this list for tonight's homework.

OH, THE ADVANTAGES AND DISADVANTAGES OF BEING A WOMAN IN THIS AREA

Objectives

1. Students will discuss the advantages and disadvantages of being a woman in this area.

2. Students will discuss the advantages and disadvantages of being a man in this area (optional).

3. Students will use their tally sheets to identify differences between their real and ideal selves and to recognize their consequent need to change certain characteristics in themselves.

Materials

Silhouette: "Portrait of a Woman in Our Area"
Characteristic statements (page I-23a)
Heading cards: "Advantages," "Disadvantages"
Completed Student Activity Sheet # 5
Student Activity Sheets # 7, # 7a
Class sets of characteristic labels, glue or tape
Purchased sets of gold stars, red circles, green circles or colored pencils or crayons
Scissors

Lesson Plan

1. Collect students' essays comparing themselves to women in their area or evaluating the class portrait of women in their area. You should read these later, grading them on the basis of their degree of specificity and reference to the data available.

2. Call their attention to the "Portrait of a Woman in Our Area" on the bulletin board. Observe that some of the listed characteristics may be seen as positive, some may be seen as negative, and some may be seen as both positive and negative.

3. Choose one of the statements and ask the students if it has advantages, disadvantages, or both for women, and why. After a brief discussion during which you assess the group's feeling, say: "I hear the class saying: (a) that this has many advantages for women, (b) that this has many disadvantages for women, or (c) that this has both advantages and disadvantages for women." See whether the class agrees with your assessment. If there is any significant disagreement among class members, suggest that the characteristic evidently has both advantages and disadvantages. Be sure that it is clear that you are always talking about advantages and disadvantages in their area. Mention that these could be different in a different area.

4. You should then move all highly positive characteristics to the left of the silhouette under the heading "advantages," all highly negative characteristics to the right of the silhouette under the heading "disadvantages," and all characteristics with both advantages and disadvantages to the middle of the silhouette.

5. Repeat this process for each characteristic on the silhouette. Keep in mind that you will need at least 15 minutes to complete # 7 and # 8 below.

6. At the end of this process, the class should look at the new portrait and reflect briefly on the advantages and disadvantages of being a woman in this area.

7. Once you have gone through all the characteristics, tell students that they may wish to modify their own choices of ideal characteristics in light of the discussion on the advantages and disadvantages of the different characteristics. Consequently, they should look at column 2: "I would like to be someone who..." on Tally Sheet # 2 and either add or remove check (✓) marks if their ideals have changed.

8. Give out sopies of SAS # 7 and # 7a and two sets of characteristic labels, along with some gold stars, green circles, and red circles to each student. Scissors and glue or tape should be assessible since students will need to cut apart characteristic labels they intend to use. (Yellow, green. and red colored pencils or crayons can be used to draw stars and circles. Go over the directions, which are somewhat complicated, and demonstrate the process by doing a sample with them. Check to see that students have done the activity but don't collect it. Have them keep the activity sheet, as they may want to refer to it in doing their homework. It will also be needed for the last lesson of Unit I. Point out to them that the changes they have identified will require certain life skills and hard work to accomplish and that later activities will help them with this.

Homework

1. Students should write three sentences stating what they learned about themselves by completing SAS # 7a.

Notes to the Teacher

The activities outlined in lesson # 3 focus on women in the area. You may want to repeat the process with a discussion on the advantages and disadvantages of being a man in the area. It is quite likely, however, that a discussion can take place without actually replicating the entire process outlined above.

MY REAL & IDEAL SELVES

1. On page I-25, you will see three categories labeled IDEAL, REAL, and CHANGES. Take the set of characteristic labels that corresponds to statement # 1 (is close to my family) on Tally Sheet # 2. If you placed a check (✓) in the column "I would like to be someone who," then place the label in the column "ideal" on today's homework sheet (SAS # 7a). If you did not place a check there, then leave the column blank.

2. Next, look and see if you have a check in the column "I am someone who." If you checked that column for the statement "is close to my family," then take a label with that statement and place it in the column on SAS # 7a labeled REAL. If you did not, leave the column blank.

3. Once you have completed this process for statement # 1, do the same thing for the other statements listed on Tally Sheet # 2.

4. Now look at your completed SAS # 7a. Wherever you have the same characteristic in both the columns for REAL and IDEAL, you are close to your ideal or already there. Thus, in the column called CHANGES, paste a gold star symbolizing satisfaction, or no need to change.

5. Wherever a characteristic appears in the IDEAL column but not in the REAL column, this means you do not possess a desired characteristic and need to make some changes in your life if you hope to attain your ideal. Thus, in the CHANGES column, place a green circle (GO), symbolizing something you wish to become.

6. Wherever a characteristic appears in the REAL column but not in the IDEAL column, this means you have a characteristic you do not want and need to make some changes in your life if you hope to attain your ideal. Thus, in the CHANGES column, place a red circle (STOP), symbolizing something you wish to stop being or doing.

7. Bring all leftover stars and circles or colored pencils and crayons back to class tomorrow.

EXAMPLE

Below is an example of someone's Tally Sheet # 2:

TALLY SHEET # 2	I AM SOMEONE WHO...	I WOULD LIKE TO BE SOMEONE WHO...
1. is close to my family	✓	✓
2. knows my neighbors well		✓
3. assumes men make the decisions that are important		
4. is physically fit	✓	

That person's SAS # 7a would then look like this:

IDEAL		REAL		CHANGES	
is close to my family	-	is close to my family	=	★	gold
knows my neighbors well	-		=	●	green
	-	is physically fit	=	●	red

IDEAL SELF

REAL SELF

CHANGES

(I would like to be someone who...) -

(I am someone who...) =

	-	=
	-	=
	-	=
	-	=
	-	=
	-	=
	-	=
	-	=
	-	=
	-	=
	-	=
	-	=
	-	=
	-	=
	-	=
	-	=
	-	=
	-	=
	-	=
	-	=

Be sure to save this sheet. You will need it for lesson # 10, Unit I.

1. are close to their families	20. are content with their lives
2. know their neighbors well	21. are ambitious
3. assume men make the important decisions	22. keep their personal lives to themselves
4. are physically fit	23. are afraid of change
5. stay close to home and this area	24. need security
6. believe in women's rights	25. would enjoy working full time
7. mistrust out-of-staters	26. are confident
8. enjoy homemaking activities	27. enjoy TV more than reading
9. give up easily	28. enjoy crowds
10. value education	29. are good at budgeting and financial planning
11. are bored with their lives	30. drink and/or use drugs
12. like outdoor activities	31. feel leisure activities are important
13. value a relationship with someone of the same sex	32. value a relationship with a member of the opposite sex
14. read only magazines & newspapers	33. feel the need to be like their friends
15. have limited cultural experience	34. think a wife should do as her husband wishes
16. would like to work part time	35. are emotionally unstable
17. depend on others for emotional support	36. are happy
18. know only what happens within their families and town	37. would be content to keep house while their spouse works
19. would like to be involved in community activities	

LIVES OF WOMEN IN THIS AREA

Objectives

1. Given written narratives of women at various stages of their lives and a definition of life roles, students will be able to list, in a column provided, the life roles discussed.

Materials

Student Activity Sheets # 8 (narratives)*
Make tapes of narratives (optional)

Lesson Plan

1. Introduce this second section of the unit very briefly by telling the students that the first section dealt with characteristics of individuals while this second section deals with relationships.

2. Pass out SAS # 8 (narratives). Have students take turns reading from them aloud. These may be taped if a cassette-type-player is available.

3. After the narratives have been read, have the students read and complete the activity sheet.

4. Near the end of class, ask students to tell you the life roles they identified in each narrative. List these on the board as they call them out. Examine one narrative at a time, allowing students a chance to see if other people noticed roles that they didn't. Be sure the list includes all the following: mother, daughter, sister, wife, girlfriend, female friend, female employee, female employer, housewife. Be aware that some students may recognize roles that we have not included on our life role sheets such as: neighbor, single parent, student, grandmother, roommate, etc. These are certainly legitimate roles, because we have isolated the more universal ones for the homework exercise.

Next, ask students to state equivalent male roles. These should include: father, son, brother, husband, boyfriend, male employer, male employee, male friend. If the students miss any of these you can add them, using the completed narrative in the Teacher's Guide. Students should list both the female roles and the corresponding male roles on the cover sheet of the narratives.

---

*Students may question why these case studies are so negative. Teachers may want to point out that nearly everyone's life includes some amount of crisis.

IDENTIFYING LIFE ROLES

When you watch a television show, you probably notice certain standard characters: mother, son, employer, housewife, etc. These characters behave in certain ways, called roles.

People have roles in real life as well, but these roles are lived, not make believe. We call these life roles.

We just read a life role called "Cindy." On Student Activity Sheets # 8 there is a column titled "life roles." When Cindy mentions her boyfriend we have "girlfriend" written in that column, since that is the life role Cindy fills in the relationship. When she talks about school, we have "student" written in the left-hand column, since that is her role. Finish reading the transcript. Whenever you see a new role that Cindy fills in relation to someone else, write down the name of that role in the left-hand column next to the line where she mentions it. Then read the other transcripts, and write down the life roles described in each in the column provided.

After you finish writing down the roles mentioned, make a list of all the equivalent male roles. For example: female role--girlfriend; male role--boyfriend. If you don't have time to finish this activity in class, finish it as homework.

****

Female Roles Male Roles

CINDY

Life Roles

My name is Cindy. I'm 19 and I live in Cody, Wyoming. I was raised in that town and went to high school there.

girlfriend

In my senior year I met Kevin and we started dating steadily. I guess you could call it steady -- we fought a lot, broke up, and always got back together. I just couldn't say no when he'd come and ask me to get back together again. He was out of school, but still very much tied to apron strings at home, very moody and immature. I'm an independent-minded person and many things just didn't set right with me. We talked about marriage, but I sure wasn't going to marry him till he did some growing up. Then I found out I was pregnant. I knew I wanted to keep my baby but I didn't think marrying Kevin would really help. Well, I didn't have to make a decision about marrying Kevin. He made the decision for us -- he left town. Maybe someday he'll come back and we can do some talking, I don't know. In the meantime I had to finish my senior year -- pregnant. It was hard to face everyone getting bigger every day. I missed out on a lot of things that senior year. I did go through my graduation ceremony and was proud to get my diploma.

student

I was lucky in the fact that my parents were there to help me. They didn't like the idea of me being pregnant but they showed me they still loved me and took care of me at home. They even bought me a crib for a graduation present.

Jeff was born in June. I love him dearly, but at times it's hard being a single parent. Even though I live with my family it's not the same as having the other parent to share the problems and joys.

I've been on welfare now for four months. We are getting by but then we are living with my folks, too. That situation can't go on forever. I'd really like to find a job, not only to support myself but to be my own

CINDY (cont.)

Life Roles

person. But jobs are scarce in this town, especially ones that I qualify for. I guess I'm pretty secure now living at home with a built-in baby-sitter. Living on my own would cause lots of new problems to solve. Right now I just wish I could find a job -- I can't go on forever like I am.

CONNIE

Life Roles

My name is Connie and I am 24 years old. I live in a small town in Nebraska. I am divorced from my husband. He left me with two kids, a boy, Jeff, he's 7 now, and a little girl, Amy, she's 5 years old. My ex-husband isn't too reliable with child support and we don't see him too often so the kids don't really know their dad very well. My ex-husband Bob and I started going together in high school. My folks didn't want me to go with him, they didn't like him at all. But I got pregnant during my senior year in high school so they let us get married. I went ahead and graduated from high school but Bob dropped out of school and he got a job driving a truck. He made pretty good money. It wasn't too bad, we got kind of a cute little apartment and I went to school every day. At night Bob was gone a lot driving but my girlfriends would come over and keep me company and we'd pop popcorn. I could tell they all envied me having a place of my own. Bob was gone the night that Jeff was born. I called my folks and they took me to the hospital and stayed with me. Bob got home the next day and we were really proud of our little boy. He was really a fussy baby and I was up all night almost every night. It just seemed like Bob was always gone. He was never there to help and everything just cost so much money. I was out of school by then so I stayed home almost all the time. I just about went crazy with only the baby to keep me company--he just cried all the time. Well, most of my friends went to school or they got jobs somewhere, except for just a few. My mom was about the only one who ever came over to visit me during the daytime while Bob was gone. I got really lonely and dissatisfied. I started nagging at him all the time he was home which didn't improve

CONNIE (cont.)

Life Roles

anything. After the baby was a few months old I just couldn't stand it any longer, so I got a job as a nurse's aid at the nursing home. My mom babysat for me. It wasn't really too bad, but I worked long hours and I was so tired when I got home from work, because I'd been on my feet all the time. I was so tired I really didn't have time to enjoy Jeffy very much when he was little. It was a lot of hassle with the laundry and stuff to do. Not too long after that Bob lost his job and things got really bad and he left and went to California for a while. He did come back and he did get another truck driving job but he didn't spend very much time with Jeff and me. When I got pregnant again and my little girl Amy was born, I had to quit work because I was so sick that time. It really pinched us to have to pay for a baby and prices had gone up so much I just couldn't believe it. We had to move to a different place. We moved into a trailer so we'd have room for the kids. Finally, when Amy was about a year old, Bob just got fed up and left. We've been divorced about two years now. I'm dating again now but I'm not too crazy about getting married again. I like my freedom. Finally, I did go and get some help from welfare. Then I decided to become an LPN because of my work at the nursing home, so my folks kept my kids and I went back to school. I really like my job and the hospital is a nice new one and the people are really good to me there. I feel really good that I have some training and I can make it on my own for myself and my kids if I have to. I feel like a real person.

JEAN

Life Roles

I was born and raised in a large Midwestern city in a middle-class family. I have one older brother and one younger sister. My parents moved to a small rural community my senior year in high school, and I graduated when I was 17. I took a job on a dude ranch in Yellowstone Park for $100 a month and my room and board. I worked only two weeks, quit, hitchhiked home, and eloped with my boyfriend against my parents' wishes. We lived in any rented housing available that we could afford. I remember one place where we lived when our first child was about three months old. The rats were so bad that watching their tails hanging through the cracks in the ceiling would entertain the baby. We had three children in three years and struggled financially to provide a home for them. Neither my husband nor I had any marketable skills when we got married. After five years of on-the-job training Jim made a livable wage as a body shop foreman, but there wasn't any money left over for fun or luxuries. During this time, I did the typical things that wives and mothers are expected to do. I was active in church work, in Girl Scouts, and in service organizations.

When my youngest began school, I felt that I had to go to work. I took a job at a doughnut shop from 1 a.m. until 8 a.m. because we could not afford a babysitter. After that I worked as a waitress and in offices for several years. But eventually I decided to be a teacher so that I could be home summers and vacations with my children. I was lucky enough to have parents who encouraged me to go back to school and who were willing to help me with college expenses. I was also lucky to have a junior college in our town, so I began to attend classes in the mornings, working in an office in the afternoon and keeping up with a young active family

JEAN (cont.)

Life Roles

in my spare time. To finish my degree I had to travel to a college about 150 miles away from home. So for a year my family stayed home and kept the home fires burning while I spent my weekdays studying at college. I graduated in 1970 and have been teaching for eight years. Our youngest child will graduate from high school this spring and the oldest two are in college. I have just finished my master's degree and am looking into several different career possibilities. My husband and I have decided that we will move to wherever I can get a job, because his skill as a body man is marketable anywhere. We realize now that getting married was not the answer to our problems. Bud got married to escape from a poverty-stricken welfare family, and for the first time in his life he had something or someone to call his own. I got married to escape a domineering mother and father and I thought that getting married meant independence. Although our lives have been successful despite the mistakes we made, our successes did not just happen. There are options and alternatives available to everyone.

BETH

Life Roles

My name is Beth and I was born in 1918 near Wausa, Nebraska which is located in the northeastern part of the State. When I was seven years of age, my family moved to a ranch in western Nebraska in an area known as the Sandhills. Being the fourth of six children, I lived a very sheltered life. Living in the Sandhills was a frightening experience but it had its fascinations--a huge blowout makes a great sandpile in which to play. After graduating from high school with a class of eight, I attended Chadron State College for four years and started my teaching career at a ten-grade school in Scotia, Nebraska teaching required subjects to the upper four grades. After my folks separated, I stayed with my mother in California, working in a civil service job, and became reacquainted with an old family friend, whom I later married. My husband was in the Navy in Hawaii at the time of the attack on Pearl Harbor. During his tour of duty, we traveled a lot, moving back to California when his duty was us. It was there that our twin daughters were born. Because we didn't like city life we moved back to my husband's former home in western Nebraska. It was about a year later that I began to feel really tied down at home and I wanted to back to teaching. I put off going back to work until I finally hired a sitter I felt I could really trust. I then began substitute teaching at the local school, and in 1953 began full-time teaching and have continued to do so ever since.

Two years ago, I thought my world would come to an end. It was a Monday morning and my husband and I had our usual pleasant breakfast and each of us went to work. I was in my first class when I was called out of the class and informed that my husband had been taken to the hospital in the rescue unit. By the time I got there, he had had a fatal heart attack. However, life must go on. I have continued to teach and I'm going to keep on doing that. I am serving on the village board of the city of Hemingford, and have been a member of several organizations. My son-in-law and daughter are expecting my first grandchild in a few months. I find that keeping active does wonders for an individual.

BEST COPY AVAILABLE

PLAYING LIFE ROLES

Objectives

1. Given situations, students will role play different interactions between males and females in various roles.

2. Students will watch other students do five-minute role plays and will discuss what they noticed about the interactions, particularly noting difficulties in the relationships.

3. The students will describe what they would wish for in an ideal relationship with various others in their lives (homework).

Materials

Student Activity Sheets # 9 a-n
Large sheet: "Difficulties in Relationships"
Magic Marker
Student Activity Sheet # 10 (homework)

Lesson Plan

1. Divide the class into groups of two, three, or four (depending on the number called for in each situation. Group members should decide among themselves who will play each role listedon the situation card.*

2. Allow students five minutes to plan a three- to five- minute skit.

3. Have each group perform its skit while the other students watch. After each skit, ask the class to describe any difficulties they observed in the relationships presented in the skits. As they state these, write them in a few words on a large sheet of newsprint headed "Difficulties in Relationships." Don't get sidetracked into general discussion now--note them and then quickly move on to the next skit.

4. After all the skits have been completed, ask students to look at the list of difficulties on the board. If appropriate, discuss this list. You might want to ask questions such as: "Do you see why this difficulty exists?" or "What do you think will result from this situation?" or "What could be done to resolve the problem?"

5. If possible, post this list for the rest of this unit.

Homework

1. Tell the students that in the role plays they have seen some of the ways in which people relate to one another in conflict situations. Point out

*See information on role playing in the appendix.

that although life is full of such conflicts, there are also many positive aspects of relationships. In this homework exercise, students will have an opportunity to describe their ideal (stress this) relationships.

2. Assign three subjects for want ads to each student (try to give each a variety) and assign each student a coded "box number." They will write the want ads on SAS # 10. Be sure that each life role is done by at least two or three students, even if you must eliminate some subjects, so that you will have a basis for comparison within the class. Below are some examples of possible combinations. Add more of your own to the list.

Student Name	Box #	Want Ad Subjects
	21	mother, employer, brother
	22	sister, father, friend
	23	daughter, boyfriend (girlfriend) husband (wife)
	24	employee, son, mother
	25	etc.
	26	
	27	

DIFFICULTIES IN RELATIONSHIPS

PLAYING LIFE ROLES

Roles: housewife
friend # 1 -- female
friend # 2 -- female

Situation:

Housewife is having coffee with two of her close female friends. They are discussing whether she should get a part-time job. She has two young children, aged five and six, and her husband is against the idea, saying that the children are too young and he doesn't approve of their ever having to go to a babysitter just so his wife can hold down a silly job. One of her friends is on her side and has a job herself, while the other supports the husband's point of view.

PLAYING LIFE ROLES

Roles: female employer
female employee
male employee

Situation:

Because of business losses at a company, the female supervisor must lay off one worker. She must decide between two people whom she likes very much -- a woman and a man. To help decide which one should go (they are equal in terms of job performance), she has brought them together to listen to their arguments.

PLAYING LIFE ROLES

Roles: mother
daughter
father
son

Situation:

The teenage son and daughter have used the car without asking and father says that they must be disciplined. Mother agrees to disciplining the son, but cannot believe that the daughter can be held responsible for her actions -- she must have been pressured into going along with her brother. The scene is the family discussing guilt and appropriate punishment.

PLAYING LIFE ROLES

Roles: daughter (age 19)
mother
father

Situation:

Daughter wants to get married and is talking it over with her parents. Her mother is very excited. She wants some grandchildren to take care of. But her father doesn't like the idea. He has never really liked his daughter's fiancé. He doesn't think that the fiancé is good enough for his girl and worries that he does not make enough money to support her.

PLAYING LIFE ROLES

Roles: housewife
husband

Situation:

Housewife decides that she wants to go to work. She feels that it would be personally fulfilling as well as welcome added income. Her husband, however, finds the idea insulting. He wants to be the breadwinner of the family and has always thought that a woman's place is in the home.

PLAYING LIFE ROLES

Roles: sister (age 14)
brother
mother
father

Situation:

Daughter has been asked to the prom by an older boy she has had a crush on for a long time. She knows she will have trouble persuading her parents to let her go so she has talked her older brother into backing her up. The scene is the final discussion among the four family members.

PLAYING LIFE ROLES

Roles: father
son

Situation:

The son is trying to talk to his father about his future. The father wants his son to go to a good college and enter a profession such as law or medicine. The son would prefer to go to a vocational school and learn a trade where he could work with his hands. His father demands to know if his son wants to be a success in life. The boy must explain to his father what his idea of success is and defend his choice of a school.

PLAYING LIFE ROLES

Roles: woman
male friend

Situation:

The woman is having trouble with her boyfriend and confides to her male friend that if things don't improve, she intends to break up with her boyfriend. Her male friend laughs at the idea, saying that she had better stick with her boyfriend no matter what because the next man she finds might not be as good. The woman defends herself by saying that in the 1970's it is not necessary for a woman to rely on a man for her sole identity. She says she can make it on her own.

PLAYING LIFE ROLES

Roles: wife
husband

Situation:

This couple is in financial trouble. Bills are piling up, and the electric company has threatened to cut off service if the bill is not paid within seven days. The wife says she will get a part-time job. The husband says no. He says he will work two jobs. The wife thinks that is a bad idea. They discuss the problems.

PLAYING LIFE ROLES

Roles: daughter
mother
father

Situation:

Daughter announces to her parents that she wants to be on a road crew with the railroad. She has heard that there is a lot of money in that field. She has grown up in a medical family, as her father is a doctor and her mother was a medical secretary. Her parents had always assumed that she would become part of the medical world also. She must now defend her choice of career.

PLAYING LIFE ROLES

Roles: girlfriend
boyfriend
girl's mother
girl's father

Situation:

The boy and girl go to the drive-in movies and both fall asleep. When they wake up it is 3 a.m. The girl is supposed to be home by midnight. When they get to her house, the girl's parents are furious. They refuse to believe what has happened, and say that she cannot see the boy again. The boy and girl must defend themselves.

PLAYING LIFE ROLES

Roles: male employer
female employee

Situation:

The woman is 8 months pregnant and asks her employer for a leave of absence until the baby is a month old. He tells her that a mother's place is with the child, and that when she leaves to have the baby she should not come back to her job. The woman badly needs the money she earns from the job, and pleads with her employer to save the job for her.

PLAYING LIFE ROLES

Roles: husband
wife

Situation:

The woman has been offered a great job in another area of the country while her husband has a good job where they are presently living. He has never objected to her working--in fact he has always been proud of her. But the idea of having to leave a job that he has enjoyed and the town they have lived in for 15 years so she can pursue her career is difficult for him to swallow.

PLAYING LIFE ROLES

Roles: father
mother
son

Situation:

The son has come to his parents for advice. His steady girlfriend is pregnant. His mother insists the couple marry and live with them until they finish high school, and she will help take care of the baby. The father says no. He will pay for an abortion or home for unwed mothers out of his savings. He feels that marrying too early will ruin his son's life. The son must decide what to do.

WANTED: AN IDEAL RELATIONSHIP

Imagine that you are writing a want ad for an ideal relationship. Your teacher will assign you three persons for whom you will write an ad. For example: Wanted: An Ideal Mother, or An Ideal Friend, or An Ideal Brother.

In your ad, describe how you would like the person to relate to you. Be specific. Here is an example:

WANTED: An Ideal Father

Girl, 16, seeks father who will be understanding of her needs, who will lend her his car, not embarrass her in front of her friends, and will let her date whomever she wants. He must also be hard-working and support the family and must get along well with her mother. Also he should be fair and not play favorites among kids.

Apply Box 101

Tear along dotted lines

WANTED:

Apply Box

WANTED:

Apply Box

WANTED:

Apply Box

RESPONDING TO IDEAL RELATIONSHIPS

Objectives

1. Students will be able to evaluate the degree of realism and potential difficulties in one another's wishes for ideal relationships.

2. Students will be able to list potential difficulties in human relationships.

3. Given a series of statements about men and women, students will be able to indicate the extent to which they agree or disagree, indicating whether this opinion is based on their own experience, on what they have heard others say, or on what they have read or seen on TV (homework).

Materials

WANTED sign: 3" x 11" card
Completed Student Activity Sheets # 10
Large sheet: "Difficulties in Relationships"
Magic Marker
Sample student want ads
Student Activity Sheet # 11 (homework)

Lesson Plan

1. When students come into class, divide them into pairs. Students should then choose one of their own want ads and give it to their partner. You should collect the other ads.

2. Students should read their partners' ads and then each member of a pair should tell the other what he/she thinks is realistic about what is desired, what problems might come up in getting what is wanted, and what the person might have to do to achieve the ideal relationship. Write the three points to be covered on the blackboard. If you think this will be difficult for your class, do a sample exchange with a student. Allow the pairs about ten minutes for this sharing of feedback.

3. In the meantime, post the other ads that students have given you on the bulletin board under a sign that says WANTED.

4. As pairs finish their exchange, ask them to come up to the WANTED board, select two ads (not their own), and return to their seats to read them and think about potential difficulties posed by the ads.

5. After everyone has gotten two ads from the WANTED board, ask several students to read one of the ads they selected, noting the problems that might stand in the way of achieving that ideal relationship. As the students state these difficulties, add them to the large sheet headed "Difficulties in Relationships."

6. At the end of the lesson, draw the students' attention to this list, pointing out that the difficulties they have recognized are realistic ones which they may well have to face. You might explain that later units in this curriculum will help them deal with some of these difficulties.

Homework

1. At the end of the lesson, introduce the third part of this unit simply by telling students that we will now look at the way in which people's lives are affected by the attitudes of others. Do not mention the word "stereotype" at this time since we want that concept to emerge from the discussion of this activity.

2. Pass out SAS # 11: "What Do You Think about Men and Women?" and explain to them that for each statement they should check both a column for extent of agreement or disagreement and a column for the source of their opinion. Be sure that students understand that the "experience" column should be checked only if the students have experienced the situation. The "opinion" column should be checked only if the information has come from some other source.

Notes to the Teacher

1. The sample student want ads have been provided in the event that those your class makes up do not promote good class discussion. Use them only if necessary.

SAMPLE STUDENT WANT ADS

WANTED: An Ideal Father

Must be understanding, nice, and sweet. Not embarrass me ever, and let me earn an allowance.

WANTED: An Ideal Mother

An only girl, age 17, wants a mother. Must be loving, gentle, and understanding.

WANTED: An Ideal Child

I would like a child who is well behaved, considerate, and takes certain responsibilities at home. Child must try to be the best at everything and not be afraid to talk to us about any problems.

WANTED: An Ideal Friend

Girl, 16, needs a friend who shares same interests. Must be honest, kind, and willing to share each other's bad times.

WANTED: An Ideal Sister

Sister, around age 16. She must be willing to share her clothes and must be able to keep secrets and never tell on me. Also, she must be kind and always willing to help.

WANTED: An Ideal Boyfriend

Girl, 17, wants a boyfriend. Must be very understanding, cooperative, and gentle. Must like outdoors and being alone. He must be someone who will agree with me on most subjects and be willing to help me when I'm in trouble.

WANTED: An Ideal Husband

Looking for someone I can trust and respect, who has a lot of money.

WANTED: An Ideal Girlfriend

She must be thoughtful, smart, fun, and like to have a good time. Must have a sense of humor and a good imagination. Also, should not be afraid to get involved with a boy if she really likes him. She should also like to be loved. Must have curly hair.

WANTED: An Ideal Boyfriend

Girl, 17, needs boyfriend who is kind, sensitive, outgoing, and likes to be loved. Must earn good money, as girl has very expensive taste. Must have a new sports car, play football or basketball, and be good looking. Must really understand me just as I am. Driver's license required. Blue eyes, brown hair, and at least six feet tall to qualify.

WHAT DO YOU THINK ABOUT MEN AND WOMEN?

The following are statements often made about men and women. Do you agree or disagree with these statements? How did you form your opinion?

Read each item, then check (✓) whether you strongly agree (SA), agree (A), disagree (D), or strongly disagree (SD). Then indicate by checking (✓) whether this is based on your own direct experience (EX), what you have heard other people say (OP), or what you have read or seen on TV (TV).

	SA	A	D	SD	EX	OP	TV
1. Men should ask for dates; women shouldn't.							
2. Men are natural leaders; women are natural followers.							
3. Women are more sensitive than men.							
4. Men should work full time; women shouldn't.							
5. Women don't understand complicated machinery as well as men.							
6. Women wait for things to happen; men are the ones who get things started.							
7. Raising children is a wife's job; the husband should provide the money.							
8. College is a waste of time for women, but valuable for most men.							
9. Women need less income than men, so they should be paid less than men.							
10. Men are more logical than women; women are more emotional than men.							
11. Women are more loving than men.							
12. Women should be faithful to their husbands; it's OK for men to play around.							
13. A man should be required to support his ex-wife if they get divorced even if there are no kids involved.							
14. Women want a strong man to tell them what to do.							
15. Women have the personalities and the skills to make good office workers.							
16. Women usually vote the way their husbands or boyfriends tell them to.							
17. If both a husband & a wife work, the wife should do most of the housework.							

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SEX STEREOTYPING

Objectives

1. Students will arrive at an understanding of sex stereotyping by discussing their responses to the questionnaire "What Do You Think about Men and Women?"

2. Students will find and cut out magazine pictures of men and women working (homework).

Materials

Large tally sheet for Student Activity Sheet # 11
Completed Student Activity Sheets # 11
Magic Marker
Extra magazines for students who need them (homework)

Lesson Plan

1. Post your large tally sheet for SAS # 11 on the chalkboard prior to class. In class, ask students to raise their hands to indicate the columns they checked for each item on their own SASs. Count hands and enter results for each statement. For example, say, "For statement # 1, 'men should ask for dates; women shouldn't,' how many checked 'strongly agree' and how many checked 'agree'?..."

As you count, check to see that nearly everyone is voting and that no one is voting more than once for each statement. Move quickly with the tally sheet. Don't dwell on it or students will get bored.

2. After you have tallied results, choose an item with a roughly even split between "agrees" and "disagrees." Ask someone from each side to explain his or her reasons. Then ask someone from each side to respond to these reasons. Encourage discussion. When it appears that points are beginning to be repeated, draw students' attention to the columns for the source of their opinion. Ask students who claim that their opinion is based on experience to relate those experiences. Ask other students to comment on the validity of claiming experience as a basis for their position.

3. Now select an item for which there is more agreement than disagreement. Repeat the procedure outlined in # 2 above.

4. Continue to select items for which there is increasingly more agreement than disagreement. Try to get students to see that most of their views, particularly those that agree with the statements, are <u>not</u> really based on direct experience, but rather on the expressed view of others, either in person or through the media.

5. In the course of the discussion, as each source of their views is mentioned, write it on the board, e.g., TV, magazines, parents, friends.

6. Try to get students to see that many of the statements on the list are commonly held attitudes about men and women, but that few, if any, are based on really widespread experience or have any scientific or psychological validity.

To do this, you might ask questions such as: 1) "Do you think your parents feel this way?"; "Can you think of any TV shows or TV ads that express this view? (you can supply examples if they cannot, e.g., "My wife, I think I'll keep her."); "How many of your friends feel this way?"; Do you know any songs that express this view?"; "Do you think this is a widely held view?"; and 2) "Do you think there is any scientific basis for this view?"; "Do you think this could be proven to be generally true?"

7. Finally, ask students if they know the term used to describe such commonly held but unproven views of men and women. If they do not supply the term "stereotype" or "sex stereotype," you should do so.

Homework

1. At the end of class, ask students to go through old magazines and cut out pictures of men and women at work. If students say they do not have any that they can cut out, supply them with several old magazines they can use--most women's magazines would be appropriate as would news magazines. Each student should bring to class the next day at least one picture of a man at work and one of a woman at work. If they find any pictures of men and women at work together, they should bring those in as well.

WHAT DO YOU THINK ABOUT MEN AND WOMEN?

	SA	A	D	SD		EX	OP	TV
1. Men should ask for dates; women shouldn't.								
2. Men are natural leaders; women are natural followers.								
3. Women are more sensitive than men.								
4. Men should work full time; women shouldn't.								
5. Women don't understand complicated machinery as well as men.								
6. Women wait for things to happen; men are the ones who get things started.								
7. Raising children is a wife's job; the husband should provide the money.								
8. College is a waste of time for women, but valuable for most men.								
9. Women need less income than men, so they should be paid less than men.								
10. Men are more logical than women; women are more emotional than men.								
11. Women are more loving than men.								
12. Women should be faithful to their husbands; it's OK for men to play around.								
13. A man should be required to support his ex-wife if they get divorced even if there are no children involved.								
14. Women want a strong man to tell them what to do.								
15. Women have the personalities and the skills to make good office workers.								
16. Women usually vote the way their husbands or boyfriends tell them to.								
17. If both a husband & wife work, the wife should do most of the housework.								

WOMEN'S WORK, MEN'S WORK

Objectives

1. Given pictures of men and women at work, students will indicate whether women could do the man's work shown and whether men could do the woman's work shown.

2. Given pictures of men and women at work, students will indicate which work they would or wouldn't do, why and why not, and whether their reasons could also be true for someone of the opposite sex.

3. Given a list of duties involved in taking care of a family, students will indicate whether these are most often handled by a woman, a man, either or both, or the kids in the family (homework).

Materials

Signs: "Men's Work," "Women's Work," "People's Work" (3" x 11" cards)
Student cut-out pictures
Student Activity Sheet # 12
Large blank sheet titled: "Difficulties Created by Stereotyping"
Magic Marker
Student Activity Sheet # 13 (homework)

Lesson Plan

1. As students enter the classroom, ask them to pin their pictures on the bulletin board under the appropriate heading: "men's work," "women's work," or "people's work," depending on whether the picture is of a man, a woman, or both working.

2. After all the pictures are pinned like a collage under the headings, ask the students if there are any pictures under one heading that they feel could or should be under another heading (e.g., are there any pictures of women doing work that could also be done by a man). If so, ask them why, and if you get a reasonable explanation from anyone in the class, move the picture to the "people's work" column. Most pictures should end up in this column, so leave the most room under that heading. This is because any picture of a woman doing work that the students feel could also be done by a man and any picture of a man doing work that the students feel could also be done by a woman would end up as work that could be done by either ("people's work").
Only work that students feel could be done only by either a man or a woman should end up in those two columns.

3. Now ask students to look at the various types of work portrayed and to fill out SAS # 12: "Work I Would and Wouldn't Do."

After they have filled out this sheet, ask each student to tell what work they would or wouldn't do and why. As students give their reasons, ask if their reasons could be true for someone of the opposite sex. This could lead to an interesting discussion. If students say that they wouldn't be an electrician, for instance, because they don't know anything about electricity, then it should be pointed out to them that they contradict themselves if they say that they would be a nurse even though they do not have those skills either.

As girls in your class indicate the types of work they wouldn't do, list them on the board. Make a similar separate list for the work that boys in your class wouldn't do.

4. After all students have indicated at least one type of work they wouldn't do, ask them to look at the lists of unwanted jobs. Ask them which of these jobs they think could not be done by a member of the opposite sex. Ask them which of these they think of as unfeminine or unmasculine. Get them to see the sex stereotyping in their responses.

5. About ten minutes before the class is over, phase out the discussion above and summarize the results of this two-lesson section of the unit on stereotyping. Do this by reminding students of some of the sex stereotypes revealed on the tally sheet "What Do You Think about Men and Women?" Also call their attention to the sex stereotyping revealed in today's exercise on men's and women's work. Ask them to brainstorm a list of possible difficulties a woman or a man might have in life as a result of sex stereotyping, particularly regarding the world of work. Write these difficulties in short sentences on a large sheet headed "Difficulties Created by Stereotyping." Leave it posted.

Homework

1. Tell the students that the last lessons in this unit will deal with women as single heads of household (i.e., families in which there is only one adult present).

2. At the end of lesson # 8, hand out SAS # 13 and tell them to complete it for the next day. Tell them to base their judgments either on their own family or on several families they know well but not on hearsay.

DIFFICULTIES CREATED BY STEREOTYPING

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WORK I WOULD AND WOULDN'T DO

Look at the work being done by men and women in the pictures on the board. Is there any of this work that you personally would not do? If so, list these activities in the left-hand column. Across from this in the right-hand column, write your reasons for not wanting to do that work.

Is there any of this work that you would like to do? If so, list these activities in the left column below the first list. Across from this in the right-hand column, write your reasons for wanting to do that work.

I wouldn't do...	because...
1.	1.
2.	2.
3.	3.
4.	4.

I would do...	because...
1.	1.
2.	2.
3.	3.
4.	4.

WHO RUNS THE HOUSEHOLD?

Below is a list of many of the duties involved in running a household. There are lots more, but this list should give you an idea of what a large job it is to take care of a family.

For each task, you should decide whether it is usually done by the woman, or the man, either or both of them, or the kids in the family. Check the column that you decide is right for each job. Base your decisions on your own experience, either with your family or with other families you know well.

Add any other household duties you can think of to the list.

Household Duties	Usually Women	Usually Men	Either or Both	Children
1. Earn family income				
2. Plan budget, pay bills, do taxes				
3. Choose expensive items such as car, refrigerator, washing machine, TV				
4. Shop for food for the family				
5. Shop for children's clothes				
6. Arrange children's transportation to sports, lessons, friends, school, doctor, church, etc.				
7. Arrange for loans or mortgages				
8. Make kids' appointments with doctors, dentists, etc.				
9. Mow lawn, shovel snow, garden, and other outside chores				
10. Arrange for repair of household utilities (furnace, electrical system, plumbing, etc.)				
11. Prepare meals				
12. Teach children & control their behavior				
13. Listen to family problems; settle arguments				
14. Attend children's programs at school & church, and parent/teacher conferences				
15. Give advice or get help for major family problems (accidents, runaways, death, divorce, etc.)				
16. Make food for school, church, & other organizational functions				
17. Assign or do household chores (cleaning, dishes, laundry, etc.)				
18. Arrange for family recreation & vacations				
19. Feed and care for farm animals or pets				
20. Farmwork (tractor driving)				

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RESPONSIBILITIES OF RUNNING A HOUSEHOLD

Objectives

1. Students will be able to discuss the work in running a household and will recognize and explain why:

   a. Families differ as to which responsibilities are handled by women and which by men.
   b. Some families do not have two adult heads of household.
   c. Single heads of household must deal with all the duties and difficulties usually handled by two people in a family with both an adult woman and an adult man.
   d. Most single heads of household are women.

2. Students will be able to recognize their chances of becoming single heads of household.

3. Given a list of duties involved in taking care of a family, students will be able to estimate how often they must be done and how much time is involved in each (homework).

Materials

Tally sheet for Student Activity Sheet # 13
Completed Student Activity Sheet # 13
Magic Marker
Student Activity Sheet # 14 (homework)

Lesson Plan

1. On the bulletin or chalkboard, post the large tally sheet for household jobs. Go down the sheet, item by item, asking students to indicate their decisions by raising their hands. Write in the results.

   After you finish the printed items, add any other items students suggested.

2. Ask students if it appears from looking at the chart that all families divide responsibilities among men and women in the same way. The answer will probably be "no." There should be at least some difference on many items.

3. Ask students to identify items for which there are differences as to who does the task, and to suggest some possible reasons for these differences. As reasons are given, acknowledge them as possible explanations.

4. After about five minutes, focus on the possible reasons why some families do <u>not</u> have both a male and female adult. If this has not been mentioned by anyone, you should ask if anyone knows a family in which that is the case. Ask students if they can state some of the reasons that some families do <u>not</u> have both a male and a female living in the household. List these reasons on the chalkboard. (Be sure the list includes: divorce, death, unmarried parent, one parent seriously ill.)

5. Now ask students: "In a family headed by a single adult, who does all the tasks on our list?" When they state the obvious answer, ask them seriously and pointedly: "Do you think such single heads of household are usually men, usually women, or about equally divided between men and women?"

The students should recognize and say, "mostly women." If they do say this, you should confirm it. If they do not say this, you should inform them of this fact. Ask them: "How many of you know personally at least one family in which the head of household is a woman?" You should supply the class with the following statistics:

> In Nebraska, one of every ten families is headed by only one person. Of these single-parent families, four of five are headed by women; one of five is headed by a man.*

You can dramatize the meaning of these statistics by saying: "This means that chances are that one in every ten of you will end up being a single head of household and the chances are much higher for women." Emphasize that to avoid this situation or to be able to handle it when it comes up requires many life skills which they will begin to work on in the next unit.

Homework

1. At the end of lesson # 9, pass out SAS # 14. Tell students the purpose of this activity is to show them how much work a single head of household has.

Tell them to ask their parents or other adult heads of household to help them by providing estimates of the frequency and amount of time involved in each activity listed.

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*Current Population Reports, series P-60, no. 111, issued April 1978, p. 163. Survey done 1975.

WHO RUNS THE HOUSEHOLD?

Household Duties	Usually Women	Usually Men	Either or Both	Children
1. Earn family income				
2. Plan budget, pay bills, do taxes				
3. Choose expensive items such as car, refrigerator, washing machine, TV				
4. Shop for food for the family				
5. Shop for children's clothes				
6. Arrange children's transportation to sports, lessons, friends, school, doctor, church, etc.				
7. Arrange for loans or mortgages				
8. Make kids' appointments with doctors, dentists, etc.				
9. Mow lawn, shovel snow, garden, and other outside chores				
10. Arrange for repair of household utilities (furnace, electrical system, plumbing, etc.)				
11. Prepare meals				
12. Teach children & control their behavior				
13. Listen to family problems; settle arguments				
14. Attend children's programs at school & church, and parent/teacher conferences				
15. Give advice or get help for major family problems (accidents, runaways, death, divorce, etc.)				
16. Make food for school, church, & other organizational functions				
17. Assign or do household chores (cleaning, dishes, laundry, etc.)				
18. Arrange for family recreation & vacations				
19. Feed and care for farm animals or pets				
20. Farm work (tractor driving)				
21.				
22.				

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A SINGLE HEAD OF HOUSEHOLD'S WORK IS NEVER DONE

Below is a list of duties involved in running a household that we worked with today. This time you are to estimate how often each activity is done and how much time it involves. First decide if the activity is something you do once or more a week or less frequently such as once a month. Then estimate how much time it takes to do the activity each time. Write the number of hours you think the activity would take only in the column that says how often you think it would occur. (For example, you might write "14" in the column Weekly for # 9 "prepare meals," meaning you think that the task involves two hours every day, 7 days a week.) Ask your parents or other adult heads of household to help you make these estimates.

HOUSEHOLD DUTIES	WEEKLY hrs/week	MONTHLY hrs/month
1. Earn family income		
2. Plan budget, pay bills		
3. Shop for food for the family		
4. Shop for things other than food, for example, household items, etc.		
5. Arrange children's transportation to sports, friends, school, church, doctor, etc.		
6. Make kids' appointments with doctors, dentists, etc.		
7. Mow lawn, shovel snow, and other outside chores		
8. Arrange for repair of household utilities (furnace, plumbing, etc.)		
9. Prepare meals		
10. Teach children and control their behavior		
11. Listen to family problems, settle arguments		
12. Attend children's programs at school & church, and parent/teacher conferences		
13. Make food for school, church, & other organizational functions		
14. Assign or do household chores (cleaning, laundry, dishes, etc.)		
15. Arrange for family recreation and vacations		
16. Feed and care for farm animals or pets		
17.		
18.		

There are certain jobs that are done by the heads of household only at certain times of the year or only once a year. In the spaces below, list how many times a year the jobs are done and the time that each job takes.

Add any jobs you can think of that are not included.

HOUSEHOLD DUTIES	No. of times done in a year	Total time each year
1. Preparing income taxes		
2. Christmas shopping		
3. Spring cleaning		
4. Gardening		
5. Canning/freezing food		
6. Arranging for loans or mortgages		
7. Giving advice or getting help for major family problems (accidents, runaways, divorce, etc.)		
8. Choosing expensive items, such as a car, refrigerator, washing machine, TV		
9.		
10.		
11.		
12.		

BEING A SINGLE HEAD OF HOUSEHOLD

Objectives

1. Students will be able to discuss the amount of time and energy required to be a single head of household.

2. Given case studies of single heads of household, students will be able to recognize and state the tremendous difficulties they face.

3. Students will review the lists of difficulties and problems that have emerged for the four topics of this unit: 1) living in this area, 2) relationships, 3) stereotyping, and 4) single heads of household.

4. Students will be able to recognize a need to gain life skills to deal with many of these problems.

Materials

Completed "Portrait of a Woman in Our Area"
Completed "Portrait of a Man in Our Area" (optional)
Completed Student Activity Sheets # 7 and # 14
Large sheets listing "Difficulties in Relationships" and
"Difficulties Created by Stereotyping"
Large blank sheet entitled: "Difficulties of Being a Single
Head of Household"
Student Activity Sheets # 15a-d

Lesson Plan

1. Ask students to comment on what they discovered about the amount of time needed to run a household doing their SAS # 14 homework. They should indicate their recognition of the fact that a tremendous amount of time is required.

2. Ask students if they think a single adult could handle all these jobs. When they respond, remind them how many women and men find themselves in such situations.

3. Ask students to imagine what life would be like for single heads of household. Would such people have any time for fun? Would they have any time for themselves and their own needs? Would they have the energy to do all these things even if they had the time?

4. Divide your class into four groups, assigning each group to read SAS # 15a, b, c, or d. Tell each group to read the study and then to list the difficulties they think that person faces.

After about ten minutes, ask each group to read its case out loud to the class and tell the class the difficulties that they listed. As each group

does this, you should write these on the large sheet entitled, "Difficulties of Being a Single Head of Household." Ask class members to add any difficulties that the groups may not have listed.

In the cases where the central character is a woman, ask the class if the same problems would exist if the central character were a man. Reverse the question for the case where the central character is male. Once the class has listed the difficulties faced by the individuals in the cases, elicit from the class potential solutions to those problems.

5. Save the last ten minutes of class to draw students' attention to the following:

a. The "Portrait of a Woman in Our Area" -- remind them that characteristics on the right were ones they had decided were highly negative, ones on the left were seen as highly positive, and ones in the middle were seen as both advantageous and disadvantageous.
b. Their own SASs # 7a: "My Real and Ideal Selves" -- ask them to look again at the changes they have indicated that they wish to make in themselves.
c. The large sheet: "Difficulties in Relationships"
d. The large sheet: "Difficulties Created by Stereotyping"
e. The large sheet: "Difficulties of Being a Single Head of Household"

DIFFICULTIES OF BEING
A SINGLE HEAD OF
HOUSEHOLD

CASE STUDY # 1

Jack Mullins is the only adult in his household. His wife is an alcoholic, presently in treatment in the state hospital at Sturgis, South Dakota. Jack works long hours at a low-paying ranch job and then cares for his sons and the house at night. Teddy, 6, and John, 4, stay with a neighborhood sitter while Jack works. Little time and money and many problems have made it difficult for Jack to cope.

Last week, Teddy's first grade teacher told Jack that Teddy will have to repeat the first grade. She told him that Teddy seems to be quite disturbed and needs professional help. She recommended a child psychologist in Denver, Colorado and gave Jack the woman's address and phone number.

Jack feels bewildered and upset. He doesn't have the money to send his son to a psychologist but he wants Teddy to get the help he needs. With no one else to turn to for help, Jack must decide what to do in this situation.

EXERCISE

List the difficulties that you think Jack faces.

CASE STUDY # 2

Marianne Clark learned at 9:15 a.m. on a blustery March morning that she was a widow. Her husband Jim, 23, had been killed in a car accident on his way to work. Marianne and Jim had been married less than two years, and Marianne was expecting their first baby. Before marriage, she had worked as a sales clerk in Coast-to-Coast.

After the first shock of grief had passed, Marianne totaled up her financial resources. There was an insurance policy for $10,000, $762 in the savings account, and $147.69 in a checking account. Because of the baby, Marianne could collect a small monthly sum in Social Security benefits.

Marianne realized that her resources would not last long after the baby was born if she did not get a job. And what would she do with the baby while she worked? Jim's mother offered to take care of the baby, but Marianne intensely disliked her mother-in-law. Her minister suggested adoption because, he said, it is not as easy for a woman with a child to marry again as it is for a childless woman, and the day care center does not accept small infants.

EXERCISE

List the difficulties you think Marianne faces.

CASE STUDY # 3

Sally Morgan has many material advantages. She has a nice apartment in Sterling, Colorado, a nice car, and an interesting job at Northeast Junior College, but she is lonely and bitter. After her divorce, Sally began accepting dates with some of the men she worked with or had met at the college. Most of these dates were disasters. All the men she dated felt that Sally "needed consolation" or "would be grateful for a little fun." None felt that a sincere thank you and a handshake were enough to "repay" them for the evening. In desperation one evening, Sally offered to pay for own meal and movie ticket. Her offer was readily accepted, but her polite "no" later was not.

Now Sally does not accept dates. She isn't very friendly with her female co-workers at the college; she is never invited to their get-togethers. The married women, especially, feel that a young, attractive divorcee like Sally is a "threat" to their own marriages.

Sometimes Sally wonders if she wasn't better off in her unhappy marriage than she is now. At least then she wasn't alone.

EXERCISE

List the difficulties you think Sally faces.

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CASE STUDY # 4

Elaine Patterson is 16, unmarried, and pregnant. Her 17-year-old boyfriend is unwilling to marry her. Her parents are supportive of Elaine, but with four younger children at home, they cannot help her financially.

Elaine wants to keep her baby and finish high school. She needs help to pay for prenatal care, hospital bills, and the many things a young baby needs.

Elaine has lived in Potter, Nebraska all her life. It is an extremely rural area, and the people are widely scattered and keep to themselves. Elaine does not know of any public or private agencies that help women like herself.

EXERCISE

List the difficulties you think Elaine faces.

LAP ON ORGANIZING AND MANAGING TIME

Objectives

After completing this LAP, students will be able to:

1. Assess their need to organize and manage their time.
2. Make lists of what they must do and what they want to do.
3. Set priorities among items on these lists.
4. Plan their day according to their priorities.
5. Review their use of time at the end of the day.
6. Use various techniques for making better use of their time.
7. Evaluate their ability to organize and manage time.
8. Complete a LAP of self-paced work.

Materials

Learning Activity Packages (one per student)

Lesson Plan

1. The next three days consist of a LAP designed to teach time management skills. This is a fast-moving exercise in which students decide for themselves how well they are doing at every point. For general guidelines on teaching a LAP, refer to pages xiii to xiv. You should do the LAP yourself so that you will be familiar with the activities in case students have any questions.

2. Introduce your students to the LAP format, emphasizing both your and their roles as outlined in detail in the general guidelines.

3. The following are a few notes on specific activities that may help you.

Specific Instructions, Warnings, and Suggestions for Activities in This LAP

pages 1-2: Students should fill out the time schedule several times during the day so that they don't forget what they've done.

page 3: Some students may need help changing minutes into hours. Check to see that their "time spent" column totals exactly 24 hours.

page 4: You may wish to find some literary or artistic references to time yourself.

pages 5-9: Self-explanatory.

page 10: Self-explanatory. You should have extra copies of this page for your students to use. They should ask you for them when they need them.

page 11: Students may be confused by these instructions the first time they do this activity because they will have no "to do" list from the day before to refer to. So, this time they should refer to the "to do" list they completed on page 7 of the LAP. Thereafter, it should be clear to them that they should use the previous day's "to do" list in making up their current lists.

Be sure students understand that a "to do" list is not meant to intimidate them or discourage them if they don't do everything on it. It is meant to be a list of opportunities to keep in mind -- an inspiration more than a threat.

page 12: Self-explanatory. You should have extra copies of this page for your students to use. They should ask you for them when they need them.

page 13: Students should not do the review on this page. They should use the Daily Review Sheets (page 12) for that.

pages 14-15: Self-explanatory.

page 16: You may wish to join a small group of students in brainstorming "time savers."

pages 17-19: Self-explanatory.

page 20: Students compare their current use of time with their use of time before doing the LAP. They are asked to comment on this comparison and then to turn in the LAP to you.

To evaluate the LAP, read through it for clarity, creativity, and thoroughness.

LAP ON ORGANIZING AND MANAGING TIME

INTRODUCTION

What do you do with your time? Do you waste time or do you use it wisely?

This Learning Activity Package (LAP) is for you. Go through it and find out how you use your time.

There are four parts to this LAP.

1. Finding out your needs for organizing and managing time.
2. Methods for planning your time.
3. Methods for using your time.
4. Evaluating your ability to organize and manage time.

A small investment of time in this LAP will give you a big payoff in learning how to spend your time better.

Try it. We think you'll like it.

Turn to page 1.

HOW I SPENT MY DAY

Begin right now to fill out the schedule below, listing what you did during each half-hour period since 6:30 this morning. Continue filling this out during the day, adding to it just before supper, just before you go to bed, and tomorrow in class. List anything you did for more than a few minutes.

	TIME BLOCK	WHAT I DID
a.m.	6:30 - 7:00	
	7:00 - 7:30	
	7:30 - 8:00	
	8:00 - 8:30	
	8:30 - 9:00	
	9:00 - 9:30	
	9:30 -10:00	
	10:00 -10:30	
	10:30 -11:00	
	11:00 -11:30	
	11:30 -12:00	
p.m.	12:00 -12:30	
	12:30 - 1:00	
	1:00 - 1:30	
	1:30 - 2:00	
	2:00 - 2:30	
	2:30 - 3:00	
	3:00 - 3:30	
	3:30 - 4:00	
	4:00 - 4:30	
	4:30 - 5:00	
	5:00 - 5:30	
	5:30 - 6:00	

Turn to page 2 to complete the time calendar.

HOW I SPENT MY DAY (cont.)

	TIME BLOCK	WHAT I DID
a.m.	6:00 - 6:30	
	6:30 - 7:00	
	7:00 - 7:30	
	7:30 - 8:00	
	8:00 - 8:30	
	8:30 - 9:00	
	9:00 - 9:30	
	9:30 -10:00	
	10:00 -10:30	
	10:30 -11:00	
	11:00 -11:30	
	11:30 -12:00	
p.m.	12:00 -12:30	
	12:30 - 1:00	
	1:00 - 1:30	
	1:30 - 2:00	
	2:00 - 2:30	
	2:30 - 3:00	
	3:00 - 3:30	
	3:30 - 4:00	
	4:00 - 4:30	
	4:30 - 5:00	
	5:00 - 5:30	
	5:30 - 6:00	

Turn to page 3.

Now, read over your daily schedule from yesterday and add up the amount of time in hours and minutes you spent doing each activity listed below. Enter the amount of time spent in the column on the right. Add other activities that you did that are not listed. Remember that your total number of minutes and hours should be 24 hours.

ACTIVITY	Time Spent HOURS and MINUTES
1. Sleeping	
2. Eating	
3. Being in class	
4. Driving or being driven	
5. Relaxing with friends	
6. Watching TV	
7. Doing chores at home	
8. Reading	
9. Working	
10. Dressing, bathing, washing up	
11. Sports (bicycling, basketball)	
12. Studying	
13.	
14	
15.	

Total hours ____ and minutes _____
(divide the number of minutes by 60 to change minutes to hours)

Total time (in hours) should equal 24 hours. Does it? ____

If you wish, you can do the optional activity on page 4. Otherwise ....

Turn to page 5.

TIME SHEET

There are many poems, songs, and sayings about time such as:

"My how time flies when you're having fun!"

Jim Croce's song: "Time in a Bottle"

"The time has come, the walrus said, to think of many things..."
from Alice in Wonderland

Use this page to list any references you know about time. Share this page with your friends.

Turn to page 5.

HOW I FEEL ABOUT HOW I SPENT MY DAY

Look at your summary of how you spent your day on page 3.

Did you do everything you wanted to do that day? _____

If not, list the things you didn't get done:

1. 5.
2. 6.
3. 7.
4. 8.

Did you enjoy everything you did that day? _____

If not, list the things you didn't enjoy:

1. 5.
2. 6.
3. 7.
4. 8.

Were any of the things you did a waste of time? _____

If so, list the things that were a waste of time:

1. 5.
2. 6.
3. 7.
4. 8.

Circle the words below that BEST describe your feelings about how you spent your day:

worthwhile	waste of time	peaceful
tiring	boring	challenging
frustrating	productive	rushed
easy	hectic	efficient
happy	exciting	unpleasant
satisfying	difficult	other: _____
		_____

Continue on page 6.

Now, look at what you have said about the way you spent your day.

If you didn't do a number of things you wanted to, OR

If you didn't enjoy a number of the things you did, OR

If you felt that some of the things you did were a waste of time, OR

If you circled several negative feelings about how you spent your day

THEN, you will probably wish to do the activities in this LAP.

They will help you make better use of your time. So, turn to page 7.

MAKING "TO DO" LISTS

One of the first steps in making better use of your time is to make a "to do" list. Make two lists of at least 10 items each; one list should be of things you have to do and one list should be of things you want to do. Include both immediate and long-range tasks on your lists.

TO DO (musts)	TO DO (wants)
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

If you are having trouble thinking of items for your "to do" lists, see some sample lists on page 8.

Then turn to page 9.

"TO DO" LISTS

TO DO (musts)	TO DO (wants)
hang out laundry	go out with Fred
clean my room	hang out in town
do homework	write in my diary
help Mom with the kids	listen to my tapes
do household chores	be happy
make an appointment with the guidance counselor	tell Mary about last night with Fred
	win the basketball game
buy Fred a carnation for the prom	visit Sara and her new baby
make brownies for class bake sale	buy a new album
get my hair cut	write an A paper for Mrs. Norris
hem my basketball uniform	
tell Jim to get off my back	work at the store after school
see about a summer job	get along better with my family
borrow $5 from Michael	watch TV
tell Mrs. Davis I can't work Saturday	buy a new shirt for the dance
start my science project	listen to music
feed the cats	go to the wrestling match
buy Mom a birthday present	invite Sherrie over for dinner
sign up to take driver's ed.	go snowmobiling
sell tickets to Saturday's dance	take a trip to Denver
find good homes for our new kittens	just drive around town
run errands for Mom	go skiing
take Billy to his friend's house	look for a good used car
do research for history paper	sleep late
shovel the driveway	write letters
ask Dad if I can borrow the car	go for a walk
make biscuits for dinner	find a good book to read
go to school	call JoAnne
take out the trash	be alone more

Turn back to page 7 and do the activity there.

SETTING PRIORITIES

You can't do everything at once. One way to make good use of your time is to decide which activities are most important to you, which are less important, and which are least important. Look at the activities you have listed on your "to do" lists. Decide the importance of each to you.

Put an asterisk (*) next to those that are really important to you. This may be because they must be done or simply because you want to do them very much.

Put a check (√) next to those activities that are less important to you. These are things you have to do soon or that you would like to do soon.

Finally, put a question mark (?) next to those activities that are least important to you. These are things you have to do eventually but that can wait, or things that you think you might want to do soon but aren't sure.

Now you have set your priorities for things to do. It is an easy but very important step in using your time well.

Now, turn to page 11.

PLANNING CALENDAR

_____
(date)

6:30 a.m.	3:30
7:00	4:00
7:30	4:30
8:00	5:00
8:30	5:30
9:00	6:00
9:30	6:30
10:00	7:00
10:30	7:30
11:00	8:00
11:30	8:30
12:00 p.m.	9:00
12:30	9:30
1:00	10:00
1:30	10:30
2:00	11:00
2:30	11:30
3:00	12:00 a.m.

TO DO

Go to page 13.

PLANNING YOUR DAY

Making a "to do" list every day is an excellent way to use and plan your time. It will take about ten minutes and may save you hours of wasted time.

To do this, use a calendar such as the one on page 10. Your teacher has extra planning calendars for you.

Start by listing the activities that are already set for that day, such as scheduled appointments or events. Put them on your calendar in the appropriate time spots.

Next, look at your "to do" list on page 7. In the future, look at your "to do" list from the day before. Are there any * activities you didn't get done? Are they still top priority? If so, list them in the "to do" section at the bottom of your calendar and * them. Are there any ✓ activities you didn't get done? Are they important enough that you still want to do them? If so, list them and ✓ them in the "to do" section of your calendar. Are there any ? activities you still feel you might want to do? If so, list them and mark them on the "to do" list of your calendar with a ? .

Now think! Are there any new *, ✓, or ? activities you want to add to your list? If so, do this.

Now, mark any time on your calendar when you know you will be busy with classes or eating or sleeping or working.

You should have some blocks of time left over. In pencil, write some of your * items in those times. Now you have planned time to do what is most important to you. You may not get to doing all those things, but you have greatly improved your chances of doing them. Don't be discouraged if you don't do everything on your list. The idea of a list is just to put down everything you feel is important. That way, you are reminding yourself of your priorities.

Try using a planning calendar for the next several days. Now, go to page 13.

DAILY REVIEW SHEET

_____
(date)

Did you do everything you wanted to do that day? _____

If not, list the things you didn't get done:

1. 5.
2. 6.
3. 7.
4. 8.

Did you enjoy everything you did that day? _____

If not, list the things you didn't enjoy:

1. 5.
2. 6.
3. 7.
4. 8.

Were any of the things you did a waste of time? _____

If so, list the things that were a waste of time:

1. 5.
2. 6.
3. 7.
4. 8.

Circle the words below that BEST describe your feelings about how you spent your day:

worthwhile	waste of time	peaceful
exhausting	boring	challenging
frustrating	productive	rushed
easy	hectic	efficient
happy	exciting	unpleasant
satisfying	difficult	other: _____

Return to page 13.

REVIEWING YOUR DAY

It is often (although not always) useful to look back over your day to see how well you spent your time.

Do this by looking at your planning calendar. Fill in the things you actually did in the appropriate time spaces. This makes your calendar into a kind of diary. Then cross off the things you actually got done on your "to do" list. This should make you feel good. If you wish, you might want to put any new "to do" items on tomorrow's calendar at this time.

Now look at how you spent your day. Consider questions such as:

1. Did you do everything you planned to do that day?
   If not, list the things you didn't get done.

2. Did you enjoy everything you did that day?
   If not, list the things you didn't enjoy.

3. Were any of the things you did a waste of time?
   If so, list the things that were a waste of time.

4. Describe your feelings about how you spent the day.

To practice reviewing your day, use a Daily Review Sheet such as the one on page 12 (your teacher has extras for you) to evaluate at least 3 days you plan using the planning calendar. After doing the review, read the paragraph below:

Look at what you said about the way you spent your day. If you are now satisfied with the way you spend your time, do not continue this LAP. BUT....

If you didn't do a number of things you wanted, OR

If you didn't enjoy a number of the things you did, OR

If you felt that some of the things you did were a waste of time, OR

If you circled several negative feelings about how you spent your day

Then you will probably wish to do the rest of the activities in this LAP. They will help you spend your planned time in more productive ways. So...

Go to page 15.

THINGS TO DO IN A SPARE 5 MINUTES

1. make your bed
2. call a friend on the phone
3. water the plants
4. comb your hair
5. put records away

Add your own ideas about things to do in a spare 5 minutes in the space below:

6.
7.
8.
9.
10.

THINGS TO DO IN A SPARE 10 MINUTES

1. press pants
2. wash a sweater or shirt
3. make lunch for school
4. clean your room
5. take a shower
6. clean off your desk

Add your own ideas about things to do in a spare 10 minutes in the space below:

7.
8.
9.
10.

Go to page 18 for things to do in a spare 30 minutes.

IDEAS FOR MAKING BETTER USE OF YOUR TIME

Here are some ideas for making better use of your time.

1. Always carry a book or project with you so that if you have to wait or ride for any length of time, you can use your time productively.

2. Have a filing system for your papers, bills, letters, etc., so that they don't pile up into a frightening heap.

3. Read the local paper or watch the school bulletin board for notices of events you may want to go to.

4. Write all appointments, telephone numbers, and lists in one book (such as A Week at a Glance) that you always carry with you. Or try using pages such as the calendar on page 10.

5. Try to alternate unpleasant jobs with pleasant ones so that you don't get discouraged and become inefficient.

6. Decide the night before what you will do the next day.

7. Read before falling asleep.

8. Do simple, mindless tasks such as cleaning up your room when you are tired.

9. To be more organized in the morning, establish a routine for yourself that you can do even if you're half-asleep.

10. Decide which television programs you are going to watch each week. Turn the TV on for those programs only--don't just "dial around" every night.

11. Make a list of projects and things you like to do. Then, if you feel bored, check your list.

12. Have a list of short activities that you can do if you have a free 5, 10, or 30 minutes (see pages 14 & 18 for some ideas).

Now, get together with classmates and brainstorm some more time-saving ideas.

Share your ideas with the rest of the class and list them on page 16.

MORE TIME-SAVING IDEAS FROM OUR CLASS

Brainstorm some more

MORE IDEAS FOR MAKING BETTER USE OF YOUR TIME

1. Keep a list of things that need to be done.
2. Buy food in quantity to cut down on trips to the store.
3. Every time you go upstairs take something with you.
4. Prepare meals ahead of time and freeze them to eat later. Make double the recipe and freeze half.
4. Put clothing that you wear most often in the front of drawers and in the front of the closet.
6. Buy no-iron clothes and other items that don't require a lot of attention.
7. Share responsibility for household chores.

Add your own ideas for making better use of your time in the space below:

8.
9.
10.
11.
12.

If you are responsible for helping with household chores, you may want to share some of these ideas with your family.

Turn to page 19.

THINGS TO DO IN A SPARE HALF-HOUR

1. take a bath
2. wash your hair
3. read several chapters in a book
4. take a walk
5. browse in a store
6. read the newspaper
7. practice a musical instrument
8. pay bills
9. plan a party

Add your own ideas about things to do in a spare half-hour in the space below:

10.
11.
12.
13.
14.

HALVE THE TIME BY DOUBLING UP

1. read while taking a bath
2. start your homework while waiting for an appointment
3. do handwork while watching TV
4. write a letter while listening to music
5. read or watch TV if you're eating alone
6. clean your room while listening to music

Add your own ideas for halving your time by doubling up in the space below:

7.
8.
9.
10.
11.
12.

Turn to page 20.

SOME LAST WORDS ON USING TIME

1. Try to do as many * items as you can every day. You'll enjoy your life more.
2. Do as few ? items as you can every day. Life is too short to waste on unimportant activities.
3. Take the time to plan your time.
4. Always make time to work on your long-range goals as well as your short-range ones.
5. Always have a list of things to do at hand and you'll never be bored.
6. Ask for help if the job can be done more efficiently with more than one person. If not, do it yourself.
7. Don't sleep more than you really need to.
8. Don't spend your life in front of a TV.
9. Spend your life doing the things that are worth doing for you.

EVALUATING YOUR USE OF PLANNING SKILLS TO ORGANIZE AND MANAGE TIME

Now that you have finished this LAP, apply the skills you have learned to your life. Use all the time-planning and time-use skills you can for the next two days. Then fill out a Daily Review Sheet (page 12) for your planning calendar. Compare it with the one you did on page 5 before you began this LAP.

What did you find out about the way you use your time now as compared to before you did this LAP?

Turn this LAP in to your teacher for her/his comments.

APPENDIX

APPENDIX: AIDS FOR THE TEACHER

Many of the teachers involved in the OPTIONS project felt that some resource information concerned with how to better manage the wide variety of activities used in the classroom would be helpful. The following appendix has a number of such activities and aids for your use. It is by no means complete, and as you find things that work for you, feel free to append them too. The materials fall into the following categories:

Role Playing: Ideas for more effective role playing.

Page 2: Role Playing

Small Groups: Management ideas and activities relating to small group work.

Page 4: Working in Small Groups

Page 5: Broken Squares: An Experiment in Cooperation

Discussion Techniques: What is a discussion? Four different ways to elicit classroom discussion.

Page 8: Brainstorming: Essential Elements

Page 9: The Buzz Session

Page 10: Classroom Discussions

Problem Solving: An activity approach.

Page 13: My 80th Birthday

Page 14: Shoe Store: Group Problem Solving

Page 17: Decision Charting

ROLE PLAYING

Role playing is a dramatization of a situation in which students assume the identity and role of a character in a specifically delineated circumstance. Role playing should be an unrehearsed "play" in which students act out realistically, yet spontaneously, their identified roles.

Problem solving is frequently the major goal of a role play situation. Through participation or observation of a role play situation, students can gain insight into the effectiveness of the roles people play in real life.

Essentially a laboratory experience, role playing can provide vivid demonstration of people's behavior, attitudes, values, and communication skills.

Some guidelines to consider when planning a classroom role play activity:

1. Students should be introduced to the concept, process, and purpose of role playing and encouraged to cooperate and participate in this new (and perhaps puzzling) learning activity.

2. Situations in a role playing activity should be clearly presented and as factual as possible. Background information, stage setting, and facts should be available to the players.

3. Encourage students to avoid "hamming it up" and to adhere as much as possible to the role they are to present in the case.

4. Provide ample time and space for the role play preparation and staging. Also, sufficient time should be allotted for debriefing after the performance.

5. If students have never participated in a role play, it may be necessary to generate interest and awareness by involving yourself in a sample presentation.

6. Where possible, encourage all students to get involved in the activity. If not players, students can be reactors to individual players, class feedback recorders, or directors.

7. Since some students strongly resist role playing, alternate approaches are sometimes needed, such as the following:

   Taping -- allowing students to tape their "role played" conversations, retaping until they are satisfied to share it with the class.

   Puppets -- have students use puppets to draw attention away from themselves, making them less self-conscious.

   Script Writing -- working in small groups, students can prepare a script for their role play presentation, allowing them to read their responses rather than having to "think on their feet."

8. Provide students, both players and observers, with an opportunity to discuss the role play activity. Encourage them to react to the situation and the roles played by the characters, NOT to the individual student performance. Clarify for students that the participants are trying to realistically represent a role assigned them and that they are not performing as they personally feel or might react themselves.

9. Frequently for follow-up, it is helpful to have another group of students reenact a role play after the class has analyzed and discussed the original presentation.

WORKING IN SMALL GROUPS

Small group discussions and projects require considerable preparation and guidance by the teacher. Well-planned and -managed small group activities can promote effective learning for students by adding variety to the class and encouraging greater leadership, responsibility, positive social interaction, self-direction, and role changes.

If small group activities fail, the reason is usually inadequate teacher preparation for group work, peer conflict, student immaturity, or lack of student motivation.

Here are some guidelines for using small groups successfully:*

1. Explain to the students the purpose and function of each group.

2. Be specific in instructing the students about the tasks to be accomplished. You can plan the tasks with the students.

3. If appropriate, have students form their own small groups. Let each group select a chairperson, recorder, and so on if possible. Sometimes it is necessary for the teacher to assign group membership to balance the academic, socioeconomic, or behavioral climate of the groups.

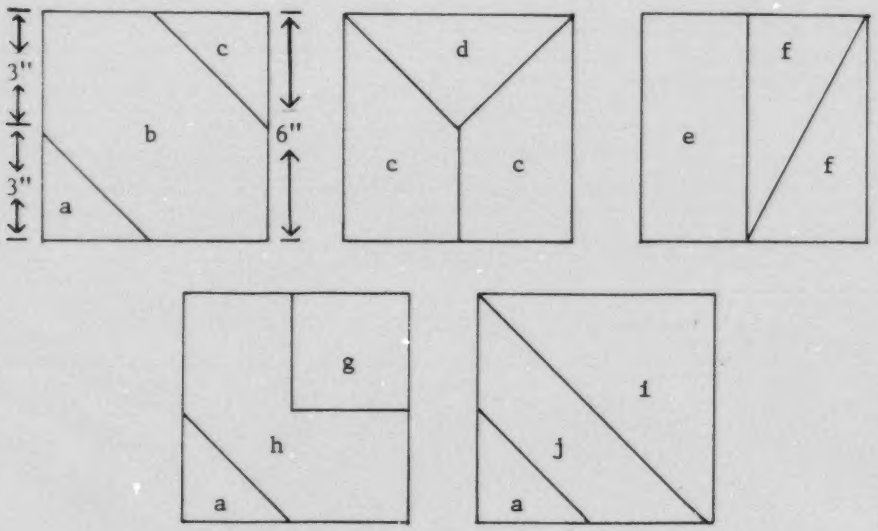
4. Remind students that group activity is a socialized team learning situation, the success of which depends on the cooperation and the orderliness of the group members.

5. Don't give up if the first trial run fails, especially when students are not used to the method. Talk about it with the students and try again.

*Adapted from: A Resource Guide for Secondary School Training, Eugene C. Kim and Richard C. Kellough. New York: Macmillan Co., 1974.

BROKEN SQUARES: AN EXPERIMENT IN COOPERATION*

Before class, prepare a set of squares and an instruction sheet for every five students. A set consists of five envelopes containing pieces of stiff paper cut into patterns that form five 6-by-6-inch squares, as shown in the diagram below. Several individual combinations will be possible but only one total combination. Cut squares into parts a through j and lightly pencil in the letters. Then mark the envelopes A through E and distribute the pieces thus: envelope A, pieces i, h, e; B, pieces a, a, a, c; C, pieces a, j; D, pieces d, f; and E, pieces g, b, f, c.



Erase the small letters from the pieces and write instead the envelope letters A through E, so that the pieces can easily be returned for reuse.

Divide the class into groups of five and seat each group at a table equipped with a set of envelopes and an instruction sheet. Ask that the envelopes be opened on your signal.

Begin the exercise by asking what "cooperation" means. List on the board the behaviors required for cooperation. For example: Everyone has to understand the problem. Everyone needs to believe that he or she can help. The instructions have to be clear. Everyone needs to think of the other person as well as himself/herself.

Describe the experiment as a puzzle that requires cooperation. Read the instructions aloud, point out that each table has a copy, and then give the signal to open the envelopes.

---

*"Today's Education," NEA Journal, October 1969, p. 57.

BROKEN SQUARES: AN EXPERIMENT IN COOPERATION (cont.)

The instructions are as follows: Each person should have an envelope containing pieces for forming squares. At the signal, the task of the group is to form five squares of equal size. The task is not completed until everyone has before him/her a perfect square and all the squares are of the same size.

These are the rules: No member may speak. No member may ask for a card or in any way signal that he/she wants one. Members may give cards to other members.

When all or most of the groups have finished, call time and discuss the experience. Ask questions such as: How did you feel when someone held a piece and did not see the solution? What was your reaction when someone finished a square and then sat back without seeing whether his/her solution prevented others from solving the problem? What were your feelings when you finished your square and then began to realize that you would have to break it up and give away a piece? How did you feel about a person who was slow in seeing the solution? If you were that person, how did you feel? Did you feel helped or hindered by others?

In summarizing the discussion, you may wish to review the behaviors listed at the beginning. You may also want to ask whether the game relates to the way the class works on a daily basis.

BROKEN SQUARES GROUP INSTRUCTION SHEET

Each of you has an envelope that contains pieces of cardboard for forming squares. When the teacher gives the signal to begin, the task of your group is to form five squares of equal size. The task will not be completed until each individual has before him/her a perfect square the same size as those of the other group members.

Specific limitations are imposed upon your group during this exercise:

1. No member may speak.
2. No member may ask another member for a piece or in any way signal that another person is to give him/her a piece.
3. No one may reach into another person's area and point to or take a piece.
4. Members may voluntarily give pieces to other members.

BRAINSTORMING: ESSENTIAL ELEMENTS

The purpose behind brainstorming is to generate a maximum number of ideas in the shortest period of time.

There are three basic rules for structuring a "brainstorming" session.

1. The aim is quantity. The more ideas the better.

2. There must be complete freedom of expression, no matter how far out ideas may seem. Every idea is considered worthwhile and valuable.

3. As an idea is voiced, it may be developed or supplemented by another person with the goal of seeking different combinations and improvements.

It is suggested that the "brainstormed" ideas be listed and visible to everyone, i.e., on a chalkboard or an easel.

THE BUZZ SESSION

The "buzz session" is a way to encourage people to be more active in a discussion.

1. Structure of the group:

   a. Five to eight participants in each group.

   b. The group should be arranged in a circle, semi-circle, or around a table.

   c. Each group should be separated from the others.

   d. The group leaders (a leader and a recorder) may be assigned or selected by the group, or emergent leadership may be encouraged.

2. Information to be given to each group:

   a. The problem or problems they are to attempt to resolve.

   b. The length of time they will have to interact.

   c. What is expected of them before they return to the larger group.

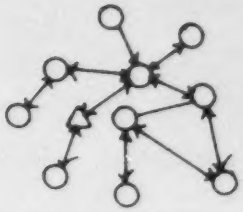
   d. What is expected of them when they return to the larger group.

CLASSROOM DISCUSSIONS

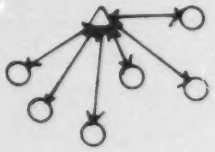
Numerous planned and unplanned opportunities for classroom discussions appear throughout the OPTIONS curriculum. The frequency and success of discussion sessions will depend on several factors:

1. Topic: Student and teacher interest in and comfort with the subject.
2. Climate: Student and teacher comfort levels with one another.
3. Group: Previously established classroom communication patterns.

Instructional discussions within the OPTIONS curriculum are intended to serve as purposeful dialogues between teacher and student, and student and student, that proceed toward preestablished group or curriculum goals. Ideally a discussion is a conversation, not a monologue or a questioning period, that involves an exchange of ideas, feelings, information, and responses of all individuals. The teacher's role is to facilitate the exchange among students, frequently through a transitional phrase, word, or expression. For the purposes of the OPTIONS curriculum, a classroom discussion is not a conversation that always emanates from the teacher.



Ideal Instructional Discussion Pattern



Unsatisfactory Discussion Pattern

△ = Teacher

○ = Students

Role of Discussion Leader (Teacher or Student)

1. Facilitator
2. Listener
3. Clarifier
4. Encourager (get everyone involved)
5. Resource (provide information)
6. Questioner
7. Focuser
8. Summarizer

The delicate balance that a discussion leader plays requires that the person be able to respect the ideas and opinions of others, be willing to protect the right of everyone in the class to say what he or she thinks or feels (regardless of popularity), and abstain from imposing his or her own ideas upon others.

Good planning is an integral part of any discussion for both teacher and student. Some hints:

Preparation:

1. Select a topic and gather related information.
2. Where possible provide resource or support material (audiovisuals, books, bulletin boards).
3. Outline the critical issues to be included or addressed during the discussion.
4. Prepare a list of key questions/issues that can be used to keep the group on the topic.
5. Design a plan for running the discussion (exactly what role you will play).

Starting:

6. Seat the group comfortably to encourage an atmosphere for sharing (circles are good, providing face-to-face contact).
7. Prepare your class for a discussion session by explaining any procedural or ground rules (these should be determined by the group).
8. Select a starting activity to develop interest in the topic. For example: a brainstorming session, buzz session, pretest, small introductory presentation, filmstrip, news article, etc. Note: Most recommended discussion sessions in the OPTIONS curriculum already have lead-in activities.
9. Have some alternate approaches available to kick off a discussion if one technique is not effective.

Guiding the Discussion:

10. Once a discussion has started, the teacher's primary role is to keep it rolling in a positive direction. This will involve:
    a. Careful observation and listening (it is often helpful to keep an outline of key issues -- this also helps to keep the teacher quiet).
    b. Skillful questioning to encourage student participation and progress toward the session goal. (Open-ended, general, thought-provoking questions are far more successful than simple ones that solicit yes/no responses.)
    c. Encouraging student interaction by questions such as:
       "Do you agree with so and so?"
       "If you were in that situation....."
       "Suppose you could....."
       (These are good discussion starters or revivers.)
    d. Creating and maintaining a supportive classroom environment by:
       i. Being accepting and nonjudgmental.
       ii. Refraining from constantly interrupting and trying to affirm your authority.
       iii. Correcting or clarifying misinformation and inconsistencies (best done through requestioning or gentle interruption).
       iv. Keeping the group on track by asking key question(s) when necessary.
       v. Summarizing periodically or asking a class member to recap the major issues.

Finishing Up and Evaluating:

11. Keep track of the time and provide ample time (minimum of five minutes) to summarize or recapitulate the discussion points raised or the conclusions reached. If the class is embroiled in a discussion and you are reluctant to disturb that process, it is always advisable to summarize the day's happenings and then design a suitable follow-up activity that will reinforce the discussion outcomes clearly.
12. Key considerations in evaluating the success of a discussion are:
    a. Did you accomplish your discussion goals/objectives?
    b. If not, why not?
    c. Did you or any class member monopolize the discussion?
    d. Did everyone participate?

Teaching through discussion can be both enjoyable and enlightening if you are sensitive and accepting of the contributions of your students. A successful discussion session requires careful planning, monitoring, and evaluation.

MY 80TH BIRTHDAY

"Today is my 80th birthday." Write a brief account of your life since leaving high school and include at least three major decisions you made during your life and the reasons that you made them.

Compare your account with classmates. What do these reveal about your and other people's aspirations, expectations, and decisions?

SHOE STORE: GROUP PROBLEM SOLVING*

Purpose: To observe communication patterns in group problem solving and to explore interpersonal influences in problem solving.

This activity will take anywhere from thirty to sixty minutes, depending upon the sophistication of the group. Students should be divided into teams of four to five members each and asked to cluster around the room.

The only materials necessary for this activity are the problem sheet and perhaps paper and pencil (optional).

The teacher should explain to the students that they are about to perform a group task in solving a mathematical problem. Tell them that they are to arrive at a consensus; that is, each member of the group must agree somewhat with the conclusion that is reached by the group. Members are urged to pay attention to how the group arrives at the conclusion so that they can later discuss the process.

Hand out, read, or write on the chalkboard the problem (see attached sheet).

When the groups arrive at a conclusion, they raise their hands, and you go to them and ask if all are in agreement. Then, ask one member to explain the process used in arriving at the conclusion. (Correct answer: $8.00)

Continue until all groups have arrived at the correct answer. If one group finishes early with the correct answer, you might ask them to observe other groups, but they should be cautioned not to intervene in any way.

****

When all groups have reached consensus on their answer, the teacher should initiate (if the class has not already) a discussion about communication, focusing on such behaviors as the following:

1. Reacting negatively to the phrase "mathematical problem" and establishing artificial constraints.

2. Leaving the problem solving to "experts" (self-proclaimed or otherwise).

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*A Handbook of Structured Experiences for Human Relations Training, Amy Zelmer, vol. 4. Edmonton, Alberta, Canada: University of Alberta.

3. Adopting pressuring tactics in reaching consensus.

4. Revealing anxiety feelings generated by observing groups who had already reached the correct conclusion.

5. Using "teaching aids" in convincing others (scraps of paper, paper and pencil, real money).

6. Feeling distressed if the wrong conclusion was reached.

7. Using listening checks and other communications techniques.

8. Refusing to set aside personal opinion to reach consensus.

9. Using helping and hindering behaviors within the group.

Variation: Allow no audiovisual aids -- make the groups talk through the solution.

SHOE STORE PROBLEM

A man went into a shoe store to buy a $12 pair of shoes. He handed the clerk a $20 bill. It was early in the day, and the clerk didn't have any $1 bills. He took the $20 bill and went to the restaurant next door, where he exchanged it for 20 $1 bills. He then gave the customer his change. Later that morning the restaurant owner came to the clerk and said, "This is a counterfeit $20 bill." The clerk apologized profusely, and took back the phoney bill and gave the restaurant owner two good $10 bills. Not counting the cost of the shoes, how much money did the shoe store lose?

DECISION CHARTING*

Materials: chalkboard, chalk, paper, pencils

Procedure:

1. Divide the chalkboard into four columns. The first column is labeled "ranking," the second "goals," the third "options," and the fourth "option values."

2. With each class, select a decision area for study: to buy a car, to choose what to do after high school, to choose a course of study, etc.

3. The students brainstorm possible goals for that decision area, with the teacher recording items on the board in the second column.

4. Students are asked to rank the goals in order of importance to them, first individually on paper and then as a group. Record these in column 1.

5. The class brainstorms a list of options that might be available for each goal.

6. Those options that seem most useful are then selected for further work and are listed in column 3. The values inherent in each of these options are listed in column 4.

7. Now the decision makers have a great quantity of information organized in a meaningful fashion. By comparing the option values with the important goals, they can determine which of the available options is likely to prove most appropriate (see diagram below).

DECISION CHARTING

Decision: Buying a Car			
Ranking	Goals	Options	Option Values
1	Transportation	Economy car	Money, parking
2	Fun	Sports car	Impress others, have fun
4	Feeling of Importance		
5	Impress others	Fix up junked car	Fun to do
3	Make money with	Station wagon	Use to carry stuff
n	Etc.	Etc.	Etc.

* From Human Values in the Classroom, Robert C. Hawley and Isabel L. Hawley. New York: Hart Publishing Co., 1975.

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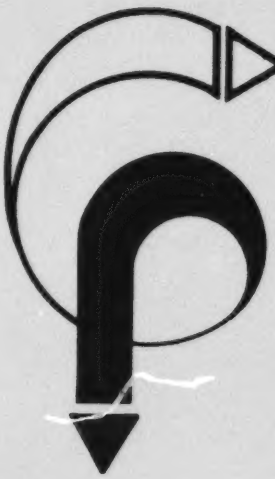

OPTIONS
ADAPTATION MANUAL

ADAPTING THE OPTIONS CURRICULUM:

A "HOW-TO" MANUAL

Rationale

Rural places are different from cities--as the 66 million people who live in them well know. Rural students, like students everywhere, need materials that confront their particular problems and that celebrate the special qualities of their ways of life. Unlike urban and suburban students, however, rural young people rarely have access to such materials. Commercial publishers generally do not find rural curriculums profitable, so they design materials for metropolitan areas and assume that rural schools will take what they can get. Further, even rurally oriented materials need to be adapted to particular rural regions, since the nonmetropolitan areas of our country have remained very different from one another, unlike cities and suburbs, which have become more and more alike. This makes life difficult for teachers, who constantly must adapt curriculums to the needs of particular groups of children, but who rarely have the training or the time to overhaul inflexible texts and materials to make them reflect local conditions and regional problems.

The OPTIONS curriculum has been designed to make that job easier. It is a career development/life management course with a general rural orientation. In addition, it has been designed to be adaptable. Many of the lessons draw on the students' own perceptions of the life around them; some require actual data gathering within the community before class discussions. A few lessons are so general that they transfer readily from one region to another. The rest have been adapted for use in five general areas of the country--the Northeast, the Southwest, the Appalachian South, the Midwest, and the

Northwest--and are further adaptable to specific States and localities. This manual describes in detail one tested way to manage that adaptation process.

Before You Begin

Adapting the OPTIONS curriculum requires no major technological equipment, no complex staff retraining, and no fancy new techniques. But, the process does have three requirements that are critical for successful local adaptation:

1) Time--The adaptation group must have a block of time set aside for completing the process. The entire adaptation can be done in one full work week (5 days). Individual half-day or full-day sessions are adequate, but we recommend that they be scheduled within the shortest possible time period since valuable time and enthusiasm can be lost if the work is spread out over several months.

2) Access to a typist--Certain pages will need to be retyped as modifications are made. The adaptation team itself can do this if sufficient time is set aside, but past adaptation groups have found professional typists more efficient.

3) Access to duplicating machinery--Both Teacher's Guide pages and Student Activity Sheets will need to be duplicated once they are revised and typed. A photocopier would make the pages look the most "professional," but a mimeograph machine or ditto machine would also serve the purpose.

A small additional complication is that Student Activity Sheets are color-coded, so that some of the duplication will need to be done on paper of various colors.

None of these requirements should present insurmountable barriers, but they must be considered before the adaptation team begins its work. If teachers are doing the adaptation, the school board might be willing to fund a week of work during vacation time. Or, an adaptation team could take on the project for recertification credit in States where possible. The administration might make available the services of a school or district secretary, or the business department of a local high school might assign the adaptation typing and duplication to a typing class or a student majoring in office skills. Paper and duplicating equipment are usually available within a district, but the adaptation team should reserve access to an adequate supply in advance.

The Task at Hand

1. Putting Together a Working Team

Although the OPTIONS curriculum could be adapted by a variety of people such as district administrators, community members, social service personnel, college students, or even high school students, most likely most of the working team will be local school personnel. The team can be organized in a variety of ways. If the OPTIONS course is to be offered in an interdisciplinary class, or if different departments want to use different sections of the curriculum, representatives from each of the disciplines should be on the team. For example, a good interdisciplinary team might consist of teachers from a high school's social studies, home economics, and business

departments plus a guidance counselor. If the course is to be taught in only one department, the working team should probably be drawn from several schools, since few rural high schools have enough personnel in one subject area to form a working team. An alternative is to form a single-school team that includes local administrators, community members and, perhaps, some interested (and mature) students. We have found that five people make the best adaptation team: with five, the work can be distributed evenly but the group never becomes unwieldy.

2. The Preadaptation Session

This meeting should be a short planning and team-building session no more than 2 hours long, run by a team coordinator designated in advance. The coordinator should begin the meeting with a team-building activity. This can be as simple as asking team members to introduce themselves (if they don't already know one another) and to make a statement about why they are interested in this curriculum, or it can be as complex as a full-scale discussion of the needs of young people in the area. If time permits, the group can read the general introduction to the curriculum and discuss the applicability of the concepts presented there to the local area. The coordinator should be able to accurately assess the exercise that would be most effective with a particular group.

The coordinator should then work out a schedule for the workdays to which all team members can commit themselves. The coordinator should also describe the kinds of work that need to be done and the daily schedule (see the sample schedule on pgs. 6-10).

The coordinator should conclude by passing out copies of the OPTIONS curriculum adapted for your general region of the country. These are working

copies which should be treated as draft materials by the team, that is, the team members should feel free to scribble in the margins, cross out words, and add ideas. The coordinator should stress that the whole point of adaptation is to adapt. None of the authors of the curriculum considers any of it sacred writ. It is the job of the adaptation team to suit the materials to the students in their locality.

3. Workday Scheduling

Workdays operate best when everyone knows what to expect in advance. An effective general structure might look like this:

3 hours -- team work

1 hour -- a meal and break

3 hours -- individual research and unit work

4. Team Roles and Responsibilities

Workdays run most smoothly when the least possible time is spent reshuffling tasks. We recommend the following procedure, which is simple, straightforward, and fairly equitable:

a. The coordinator readies all materials and assignments before each meeting, leads discussions, and oversees typing and duplicating of materials.

b. A recorder is appointed for each workday on a rotating basis. The recorder prepares and submits a copy of meeting notes and curriculum changes to the coordinator.

c. Team members are expected to read each unit in advance and to come to each workday with suggestions for adaptation. The workday schedule cannot include both initial readings and sound adaptation.

5. Structuring the Workdays

Workday #1:

a. The coordinator presents the general agenda for the day and for the rest of the sessions. Each team member is assigned recorder duty, research tasks (see Appendix A), and, if necessary, typing or duplicating duties.

b. The coordinator leads a general discussion of the curriculum (which everyone will have read), focusing on questions such as*:

1. Do place names, people's names, occupations, life styles, cultural patterns, economics, politics, and sex role expectations reflect our area? What changes can be made to make these more relevant to our students so that they can more easily identify with the materials?

2. Are the activities appropriate for our young people? If now, how can they be changed?

3. Are the suggested teaching techniques valid and appropriate? If not, how can they be changed?

4. Should more male examples be used? Where is this appropriate?

c. The team addresses the key issue of <u>adaptation level</u>. There are two basic ways in which the OPTIONS curriculum can be adapted. Level One is the simplest: it involves simple substitution of words and occasionally phrases. For this level, you may want to change the names

*These questions were devised by the OPTIONS New Mexico site coordinator, Carolyn Smiley-Marquez. The coordinator in a different area might want to focus on different issues of similar concern.

of people, places, and occupations (for a more complete list, see Appendix B). You will also want to substitute local colloquialisms for those in your regional adaptation. This kind of adaptation is essential. We have found that adolescents, especially rural adolescents, identify more strongly with situations and people very much like themselves. A sample of Level One adaptation can be found in Appendix B.

At the other end of the adaptation scale is complete case revision. Level Two adaptation is difficult but can also be rewarding, since it gives the participants a deeper sense of the dynamics of one locality. For a Level Two adaptation, the team identifies the kind of problem that needs to be presented and then builds a new case around it, describing the people and situations common to your area. In this adaptation, you might change the life style of the participants, their work and family balance, and their culturally determined attitudes. This adaptation is not essential, but it does add depth to the curriculum. An example of Level Two adaptation is also given in Appendix B.

d. If time permits, individual team members begin work on the research tasks.

Workday #2:

a. The coordinator outlines the work plan for the day.

b. The team adapts Unit I, going through it page by page, compiling suggestions for specific changes. Once all changes have been suggested, the team (with the help of the recorder for that day) discusses the changes that seem to localize the curriculum best and makes those changes. It is important for the group to achieve consensus on changes to ensure the credibility of the adaptation.

If the team decides to do a Level Two adaptation of some materials, one or two people should be assigned to that task. Generally, people with some flair for writing and/or an intimate and long-term knowledge of the locality will do the best job of full-scale revision. People doing such revisions should probably be relieved of research tasks or recorder duty to spend a good deal of time on revision. Writing is always more time consuming than anyone expects.

c. Once the Unit I changes have been made or assigned, the team works on individual research tasks or Level Two adaptations.

d. The recorder makes a final copy of all agreed-upon Unit I revisions for the typist. The coordinator double-checks and proofreads the recorder's changes to ensure that an accurate copy goes to the typist. (N.B. Someone must check the typist's work as well. It is very confusing when inaccurate pages go to the teachers and students.)

Workday #3:

a. The coordinator goes over the work plan for the day.

b. The team reviews, alters, and/or approves any Level Two adaptations that were completed during the previous session.

c. The team adapts Unit II, following the pattern established for Unit I.

d. Once the Unit II changes have been made, the team continues research tasks and Level Two adaptation.

e. The coordinator and recorder prepare Unit II and any remaining Unit I work for the typist following the pattern established for Unit I.

f. The coordinator prepares to act as monitor for the simulation game which will be played by the team on workday #4. The monitor's instructions are attached to the Game materials (Unit III).

Workday #4:

a. The coordinator goes over the work plan for the day and leads the review and revision of Level Two adaptations completed during the previous session.

b. The team adapts Unit III (excluding the Game) following the usual pattern.

c. The team plays the Game, noting places where adaptations need to be made.

d. After the Game, the team reviews all Game materials, including those that may not have been used during that particular round, and adapts them.

e. The coordinator and recorder prepare materials for the typist, following the usual pattern.

f. Other team members complete research tasks or work on Level Two adaptations. The research tasks should be completed, written up, and prepared by the coordinator for the typist by the end of this session.

Workday #5:

a. The coordinator goes over the work plan for the day, including review and revision of Level Two adaptations completed rhe previous session.

b. The team adapts Unit IV, following the usual pattern. Because this unit is very long and very amenable to localization, this will take more of the session.

c. The coordinator and recorder prepare materials for the typist, following the usual pattern.

d. The coordinator leads the team in an evaluation and closure activity.

6. Getting It Together

Once the adaptation process has been completed, someone still has to see that the final product is typed, proofread, duplicated, and distributed. The coordinator must make sure that these tasks are assigned and completed. The group must reconvene to integrate the Student Activity Sheets and Teacher's Guide pages into the curriculum copies. A final gathering over a pot-luck supper might be appropriate to celebrate the completion of the adapted curriculum, now ready for classroom use.

A Final Note

Although the OPTIONS curriculum has been designed as a coherent 9-to-12-week course suitable for home economics, social studies, or guidance classes, it can be useful in other ways. The units and many of the lessons can stand on their own, with minimal modification. For example, a high school social studies teacher plans to use Unit I as the introduction to a course on the American character. A college home economics course will make Unit IV part of a home management class. Other ways to use the different units are suggested to us constantly--feel free to make up your own. The OPTIONS curriculum is "teacher-ready," which we believe is the opposite of "teacher-proof." It is ready for teachers to use however and wherever they can for the better education of young rural women and men.

Appendix A: Research Tasks

There are many areas in the curriculum where substitution of local circumstances will improve the lessons. The list that follows notes those materials that must be adapted for local use unless the regional version precisely suits your State and community. Each team member should be encouraged to select the task that most interests him or her. If there are no volunteers for some tasks, the coordinator must then assign them. Each team member is expected to locate the required information from an accurate source and then to revise the curriculum materials accordingly.

Research Tasks

Unit I: "What Is Your Local Area?" (optional activity, lesson #1)

"Lives of People in This Area" (tape cassette)

This is a long job that involves locating people in the community who will record their brief life histories. The person assigned this job must locate a person in the appropriate age group, tape the history, and give the tape to the coordinators so that it can be transcribed, given the proper marginal annotations, and duplicated as a Student Activity Sheet. A simpler alternative is to get a person with a recognizably regional accent to read the transcripts that already exist.

Unit III: "Assessment Skills: People, Places, and Services" (LAP)

Unit IV: "Your Record and Your Rights": school board policy (Stephanie, Lesson #1)

-Updates (if any) on employment laws (Stephanie, Lesson #4)

-State and local welfare guidelines (Evelyn, SAS #1, 1a, Lesson #1)

-"Vocational Training Opportunities": transcript and tapes (Evelyn, Lesson #5)

- Federal food stamps: check for changes (Terri, SAS #3, alternate Lesson #4)
- Budget plan: update (Terri, alternate Lesson #4, #5)

Information Sources for Research Tasks

Employment Security Service

State Employment Office

Homemakers

Social workers/district office, Department of Social Welfare

Home-school coordinators

State Department of Education

School personnel: superintendent
principal
guidance counselors
teachers

Commission on the Status of Women

Bureau of Statistics

Vocational coordinators

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Appendix B: Sample Adaptations

Level One

To make Level One changes, simply replace words and phrases with local references and wordings--the more locally accurate, the better. Just watch out for potentially libelous statements. Level One changes usually include: types of first names, kinds of jobs, names of towns and cities, typical forms of recreation, references to stores, newspapers, schools, and other institutions, teenage hangouts, current dress fashions, local slang, and local landmarks or events. Here is a sample of the Northeast curriculum with the adaptations for the Appalachian South in parentheses.

Case Study #2, Unit I, Lesson 10

Marianne Clark (Debbie Foust) learned at 9:15 a.m. on a blustery March (beautiful June) morning that she was a widow. Her husband Jim, 27, had been killed in a car accident on his way to work. Marianne (Debbie) and Jim had been married less than 2 years, and Marianne (Debbie) was expecting their first baby. Before marriage, she had worked as a sales clerk in Rich's (Miller's) department store.

After the first shock of grief had passed, Marianne totaled up (Debbie added up) her financial resources. There was an insurance policy for $10,000, $762 in a savings account, and $147.69 in a checking account. Because of the baby, Marianne (Debbie) could collect a small monthly sum in Social Security benefits.

Marianne (Debbie) realized that her resources (money) would not last long after the baby was born if she did not get a job. And what would she

do with the baby while she worked? Jim's mother offered to take care of the baby, but Marianne (Debbie) intensely disliked (did not like) her mother-in-law. Her pastor (preacher) suggested adoption because, he said, it is not as easy for a woman with a child to marry again as it is for a childless woman (woman without kids), and most day-care centers do not accept small infants.

Level Two

Level Two adaptations generally involve developing a case that is very different from the original. In the examples given below, the Midwest adaptation team took a general concept and built a new case to illustrate it. The curriculum required a brief case that described a pressing problem that disrupted a woman's otherwise comfortable life. For the Northeast development team, adolescent drug use was the obvious choice; the Nebraska team felt that a financial crisis was more appropriate. It is important to note that although the "stories" in the cases are entirely different, they serve an identical function in the curriculum.

Northeastern Adaptation (Unit III, Lesson 3)

Pamela and Bill Logan had just bought a new home in a nice neighborhood. Their three children had begun to make friends immediately, and the whole family was glad they had moved. Their oldest daughter had found a nice boyfriend, and the younger girl was the star of the field hockey team. Then, everything fell apart.

Two months after the move Pamela was cleaning her son's closet. Behind some old boots, she found a small plastic bag full of marijuana cigarettes.

Pam had heard that drugs were a problem in the new schools her children were attending, but she had never dreamed her kids would try drugs. All her delight in her new home evaporated. What should she do? Should she confront and punish her son? Get all three kids together and talk to them about the drug problem? Maybe she should try to talk with other mothers and then organize an effort to clean up the schools. Whatever she decided to do, it must be done soon.

Midwestern Adaptation (Unit III, Lesson #3)

Karen and Al were among those few people privileged to live a "perfect" life. At 19, Karen married Al, a boy from the neighboring ranch. They assumed control of a 500-cow unit on the ranch. They built a nice brick home overlooking the meadow and spent the first 20 years of their married life raising a family of one girl and two boys and improving the ranch operation. The family was close. Karen loved the serenity of the ranch and the challenge of living 60 miles from town.

It had been a comfortable life--materially and personally. Now that "comfort" was being threatened. With cattle prices too low to cover expenses and college costs for the two boys, Karen and Al realized that some changes had to be made.

Several alternatives seemed possible. Karen and her daughter Margaret could live in town during the week so Karen could get a job and save the expense of having Margaret drive to school. Al could order cattle and work Saturdays at the livestock auction. Or, they could sell their equipment and cattle to pay their debts, lease the ranch, and both take jobs in town.

Each plan involved radical changes in the family. Karen would like to do something herself to contribute financially to her family and help to preserve their life style.